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ABSTRACT

Providing historical data up to 1996-97 on the nine colleges in the Los Angeles Community College District (LACCD), this statistical digest presents tables and graphs on student characteristics, enrollment trends, instructional programs, student performance and articulation, special services, and fiscal and personnel resources. Selected district findings include the following: (1) after declining steadily between 1991 and 1995, district enrollment increased slightly in fall 1996 to 98,645; (2) the percentage of female students increased steadily from 44% in 1972 to 57.9% in 1996; (3) in 1996, 40,999 students were Hispanic, 22,186 were White, 17,333 were Black, and 14,859 were Asian; (4) between 1975 and 1985, district weekly student contact hours underwent a 40% decline and, after a partial recovery by 1991, again declined between 1991 and 1996; (5) both day and evening within-class retention rates districtwide were 76%, varying little since the mid-1980s; (6) in 1995-96, 4,560 associate degrees and 1,439 certificates were awarded; (7) the number of disabled students served increased following 1990 federal legislation on handicapped access, with 5,040 disabled students being served in 1995-96; and (8) district general fund income in 1995-96 was 23% lower than the 1979-80 level in constant dollars. Includes a district map and a glossary of terms. (HAA)

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1995-1997

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ANNUAL INFORMATION DIGEST

LOS ANGELES COMMUNITY COLLEGES

1995-97

June 1997

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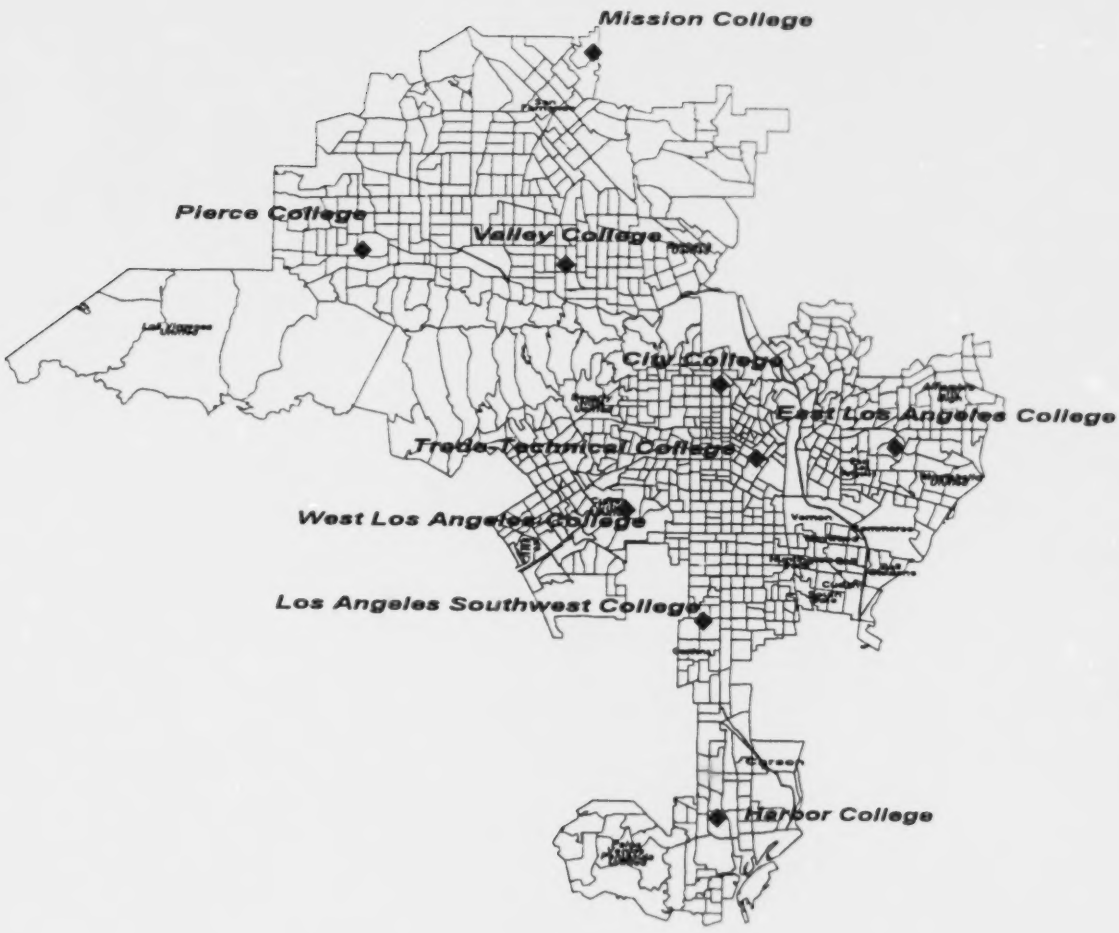

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PREFACE

The purpose of the *Annual Information Digest 1995-97* is to aid in evaluating the past two academic years by collecting, summarizing and consolidating college and districtwide information. The data are displayed in tabular and chart form for easy reference. This year's edition updates last year's 1993-95 *Digest*. It includes fiscal and personnel data through the 1995-96 academic year, and information on Student Characteristics and Instructional Programs mostly through 1996-97. (Fall 1996 credit enrollment and WSCH data should be considered preliminary.)

This and last year's *Digest* are somewhat slimmer than previous editions, due to the elimination of some tables and charts within the Instructional Programs area. The material in these segments contained information about WSCH, faculty FTE, and class size by major discipline groups, as well as groupings of WSCH by course classification and transfer status. We believe that this information is presented more clearly and in greater detail in the *Department/Division Data Book: Fall WSCH Trends and Staffing Patterns*, and the *Fall Comparative Staffing Study*, which are publications based on the Decision Support System, developed by the Office of Research and Planning to monitor and analyze changes in WSCH and staffing by discipline and department at the college level. These publications are distributed to Senior Staff, Academic Affairs administrators and Department Chairs, and can be obtained by request from this office.

This year's edition of the Digest contains some augmentations, including a detailed table by college of one-year persistence rates covering the early 90s (Table 19.2), as well as an ethnic breakdown by college of transfers to CSU and UC institutions for 1994-95, the last full year for which college-specific transfer data are available (Table 21.3). A new table in the Student Chartacteristics section shows percentage groupings based on primary language spoken at home (Table 4.2)

In addition to providing background data for administrative decision making at both college and District levels, the *Digest* is intended to support such campus based functions as the preparation of grant proposals, institutional and program accreditation, budget preparation, program development and review, strategic planning, and other tasks that require accurate and accessible information on many aspects of the college and its community. It is hoped that it will meet many of the needs for statistical information about the colleges of the Los Angeles Community College District. There are limitations on the amount of material that can be included in a single volume, and the *Digest* alone cannot satisfy every data need. But it indicates the scope of information available in greater detail through the Office of Research and Planning, and which may be obtained on request.

The tables present data which are comparable among the colleges, and routinely collected each semester. Fall semester data are selected for illustration in most areas, since they represent the largest enrollments of the academic year. Whenever appropriate, the tables are accompanied by line charts, which illustrate districtwide trends over the entire time span for which data are available. A brief explanation is placed before each table or group of closely related tables, to provide background information and/or clarification of terms sufficient for understanding the table.

In the tracking of aggregate figures on student characteristics and other indicators of institutional performance, the *Digest* attempts to provide a consistent set of "best estimates" so that changes over time are accurately represented. These figures may differ from those in other publications for several reasons. First, all figures for student characteristics are in terms of enrollment as it was recorded at census date each semester. Enrollment is a constantly changing number within a term, and a fixed point within each semester must be established to track change from one year to the next. Secondly, "Unknown" or "Not Recorded" categories for characteristics such as ethnicity and others have in most cases been suppressed, and the number of students in these categories have been redistributed across the "Known". The "Unknown" or Not Recorded" categories for any characteristics may fluctuate significantly from one year to the next. We have uniformly assumed that these fluctuations were due to data collection problems of various sorts

would produce the appearance of change where the "true" distribution of a characteristic did not vary.

Finally, we have "corrected" the characteristics of individual students where internal inconsistencies have strongly suggested error. Two examples of this are notable. Since 1990 the college application forms have carried two different questions which elicit whether a student has previously completed an AA or BA degree. Examination has revealed that a student's answers to these two questions do not always agree. We have interpreted that a student responding that they already had a degree on either of these questions should be regarded as the "best estimate" of that characteristic and have modified the data accordingly. This works to increase the number of degree holders slightly and to reduce the number who can be classified as Freshman, Sophomores, etc. In another case, we have reduced the number of students reported as being "concurrent high school students" by excluding those no longer of high school age or who report in other fields of the application that they have graduated from high school. This has reduced substantially the number reported as high school students, but provides what we believe are more meaningful and reliable figures.

The Glossary includes all terms whose meaning may not be self-evident. They are grouped in the same order as the characteristics and topics to which they are related, and in the approximate order of their appearance, rather than alphabetically. It is hoped this order will make the definitions easier to find.

The Office of Research and Planning will continue to publish additional reports on special topics which provide more detailed research and data on an annual basis. As noted above, the Office stands ready to respond to specific requests for information, or to assist users in the retrieval, collection, interpretation and analysis of data.

ACKNOWLEDGEMENTS

This report could not have been completed without the collaboration and support of people at both the Colleges and the District Office. They include staff of:

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Central Financial Aid Unit: Gaston Green, Director; Cynthia Sandico, Administrative Analyst.

Affirmative Action: An Bergo, Assistant Director.

Information Technology: Isabelle Santana, Data Systems Manager.

College Community Services Directors and Staff: John Simpson and Gabriela Laos, City; Al Rendon, East; Carla Muldoon, Harbor; Diane Astadurian, Mission; Katharyn Main, Pierce; Joni Collins, Southwest; Marie Goree, Trade-Tech; Bobbie Boulton, Valley; Barry Sloan, West.

Last but certainly not least; Robert Mancia of Reprographics, who is responsible for printing and binding the document.

GLOSSARY

Student and Enrollment Characteristics

ENROLLMENT

Unduplicated Enrollment. The "head count" number of individual students. Each person is counted once, no matter how many classes are taken.

Census Date. The day of a count of students actively enrolled in credit classes during the reporting period prescribed by state regulations, which is the Monday of the fourth week of each semester. Until Fall 1991, this count was designated "Census date", because a second count was conducted later in the semester.

Credit. Defines courses for which units may be counted as a portion of an educational sequence leading to a degree or certificate, as well as some courses that provide foundation skills for college entry.

Non-credit. Describes tutoring, adult education, and continuing education courses in such areas as ESL, basic skills, citizenship, parenting, special training for the disabled, and other programs, which do not yield college credit, but are eligible for state funding.

Average Daily Attendance (ADA). A measure of annual full-time attendance based on student full-time equivalent class hours. Up to July 1991, this was the unit of attendance used to calculate state reimbursement funding for each college.

Full-Time Equivalent Student (FTES). The measure of full-time attendance used to calculate state reimbursement since June 1991. It is based on a figure of 525 class contact hours per full-time student over the academic year, in credit and/or non-credit courses.

ETHNICITY

Ethnic Status. The ethnicity reported by students on a voluntary basis on the application for admission. The choices offered are: Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Vietnamese, Indian Sub-continent, and Other Asian; Black/ African-American; Chicano or Mexican, Central American, South American, and Other Hispanic; Samoan, Hawaiian, Guamanian, and Other Pacific Islander; American Indian/ Alaska Native and Other Non-White; and Decline to State. In Table 6, Enrollment by Ethnicity, these categories have been consolidated into Asian (including Pacific Islander), Black, Hispanic, and White. The Other category, which includes American Indian/ Alaska Native and Other Non-White, is not listed in the table.

Home Language. Also reported voluntarily by students on the application, in response to the question; *What is your primary language?*. The languages listed represent all the choices on the application.

STUDENT LOAD

Unit Load. The number of course units in which a student is active at census date.

Full-time Students. Those enrolled for 12 or more units and/or weekly hours at census date.

Hour Load. The number of weekly class hours attended by a student at census date.

CLASS LEVEL AND EDUCATIONAL ATTAINMENT

Freshmen. Students who at the time of the most recent semester registration have completed fewer than 30 units of college credit.

Sophomores. Students who at the time of registration have completed between 30 and 60 units of college credit, but have not obtained either an associate or bachelor's degree.

Other. Students who at the time of registration have completed over 60 units without an associate degree.

AA or Higher Degree. Students who at the time of registration have earned an associate, bachelors, or higher degree (see **BA Degree** below).

US High School Graduate. Indicates students whose highest certificated educational attainment has been graduation from a high school or its equivalent in the United States.

Foreign High School Graduate. Indicates students whose highest educational attainment is graduation from a secondary school or equivalent outside the United States.

High School Equivalency, Proficiency Certificate, etc. Indicates students who have earned the equivalency of a high school diploma in an adult school or approved correspondence course, often after attending high school without graduating.

Concurrent High School Student. Indicates students who are attending college classes for credit while still being enrolled in high school.

Not a High School Graduate. Indicates students who have not obtained a diploma or other certification at the secondary level or higher.

AA Degree. Indicates students whose highest certificated educational attainment is an associate degree or its equivalent.

BA or Higher Degree. Indicates students who have earned at least a bachelor's degree. From Spring 1993 through Fall 1995, these students were charged a $50 per unit tuition fee to attend community college classes in California.

TIME OF DAY

Day Students. Those enrolled exclusively in classes convening prior to 4:30 p.m.

Day-Evening Students. Those who attend both day and evening classes in the same semester.

Evening Students. Those enrolled exclusively in classes convening at 4:30 p.m. or later.

ENTERING STATUS

First-time Students. Students enrolled for the first time at any college, and exclusive of summer session enrollment.

New Transfers. Students new to the college who have transferred credits from another college.

Returning Students. Formerly enrolled students returning to the college after an absence of one or more regular semesters. Includes students who have attended another college during their absence.

Continuing Students. Those who were enrolled at the same college during the immediately preceding regular semester.

EDUCATIONAL GOALS

Transfer. A goal to transfer to a baccalaureate program at a four-year college or university, with or without an associate degree.

General Education Associate Degree. A goal to obtain an associate degree with a non-vocational liberal arts major, but without intent to transfer.

Vocational Associate Degree. A goal to obtain an associate degree in a specific vocationally-related program, without specific intent to transfer.

Vocational Certificate. A goal to complete a vocational program's requirements for a certificate, without taking the general education courses required for the associate degree.

Job Skills. The goal to obtain specific job skills in a vocational field, without necessarily completing all courses required to earn either a certificate or an associate degree.

Maintain License. The goal to take certain vocational courses to update skills required by certification agencies to maintain a practicioner's license in a given craft or profession.

Transitional. Describes basic skills, ESL and other offerings at a primary or secondary level, designed to prepare underskilled adult students for college level instruction.

Instructional Programs

Weekly Student Contact Hours (WSCH). A measure derived by multiplying the number of students enrolled in a class by the number of hours per week the class meets. For example, a class with 30 students which meets for one hour three times a week would generate 90 WSCH.

Duplicated Enrollment. The number of students enrolled in classes, courses or disciplines, when these categories are aggregated and summed. An individual student would be counted as many times as the number of classes in which he or she was enrolled; for example, a student attending three classes would be counted or "duplicated" three times. This rarely-used measure is used in this document only for Community Services.

Student Performance and Articulation

Retention Rate. The percentage of students enrolled in a class or classes at census date who are still enrolled in the same classes at the end of the semester.

Entering Cohort. A population of students who have enrolled for the first time at a given college in the same semester.

Persistence Rate. The percentage of a student cohort that has continued to enroll in one or more future semesters.

Fiscal and Personnel Resources

FUNDING CATEGORIES

General Fund Includes all funding that supports the basic operations of the District, both restrictive and nonrestrictive. Includes most categorical funding, but excludes accounts for cafeteria, bookstore, child development, special reserve, and the grant funds for Financial Aid.

Basic Program. Includes unrestricted funding, which can be allocated at the discretion of college and District administration. Identified as Program 100 in the budget and expenditure reports.

Special Funding. Also called categorical or restrictive funding. Supports programs that are designed and overseen by state and federal agencies outside the District, including such special student services as Disabled Students Programs and Services, EOPS, Financial Aid and Veterans Programs. Special funds may be spent only within their programs, and according to guidelines laid down by the funding agencies, which periodically audit program expenditures.

PERSONNEL

Executive/Administrative/Managerial. Defines all persons responsible for management of an institution or a major department or subdivision thereof. Includes all certificated administrators and some classified managers.

Faculty. Defines all full- or part-time certificated personnel in teaching, counseling, and librarian positions.

Professional Non-Faculty. Defines classified positions requiring college or graduate-level training and, minimally, a baccalaureate degree. Includes various analysts, bookstore managers, staff aides and assistants, accountants, etc.

Secretarial/Clerical. Defines positions in clerical or secretarial activities.

Technical/Paraprofessional. Defines positions requiring specialized technical and/or paraprofessional skills; includes computer operators, programmers, lab technicians, instructional aides, etc.

Skilled Crafts. Defines positions requiring special technical and manual skills; includes carpenters, painters, electricians, etc.

Service/Maintenance. Positions requiring technical and manual skills sufficient to perform custodial, groundskeeping, or food service tasks.

Student and Enrollment Characteristics

- After declining steadily during the early 1990s, District fall semester credit enrollment increased slightly in Fall 1996. Valley and East had the largest enrollments, followed by City. Only Mission's enrollment increased by more than 10%.

- Women have been a majority of District students since the late 1970s, and their percentage has been increasing steadily since the beginning of the 90s.

- Hispanic students continue to increase in numbers and as a share of the student body, while whites have declined steadily since 1975. More than a third of LACCD students speak a language other than English at home; at City, fewer than half of students are native English speakers.

- The student body has aged since the 70s. The percentage of students under 20 has declined and has now stabilized at 16%, while students in their 20s and early 30s have increased slightly since 1980. Students under 25 are a headcount minority, but take more classes and produce most of the District's reimbursable FTES. Older students tend to take fewer classes and attend more in the evening.

- More than a third of all students state vocational goals, while 26% plan to transfer to four-year schools. A fifth of students either have not decided on a specific educational goal, or leave the goals question unanswered.

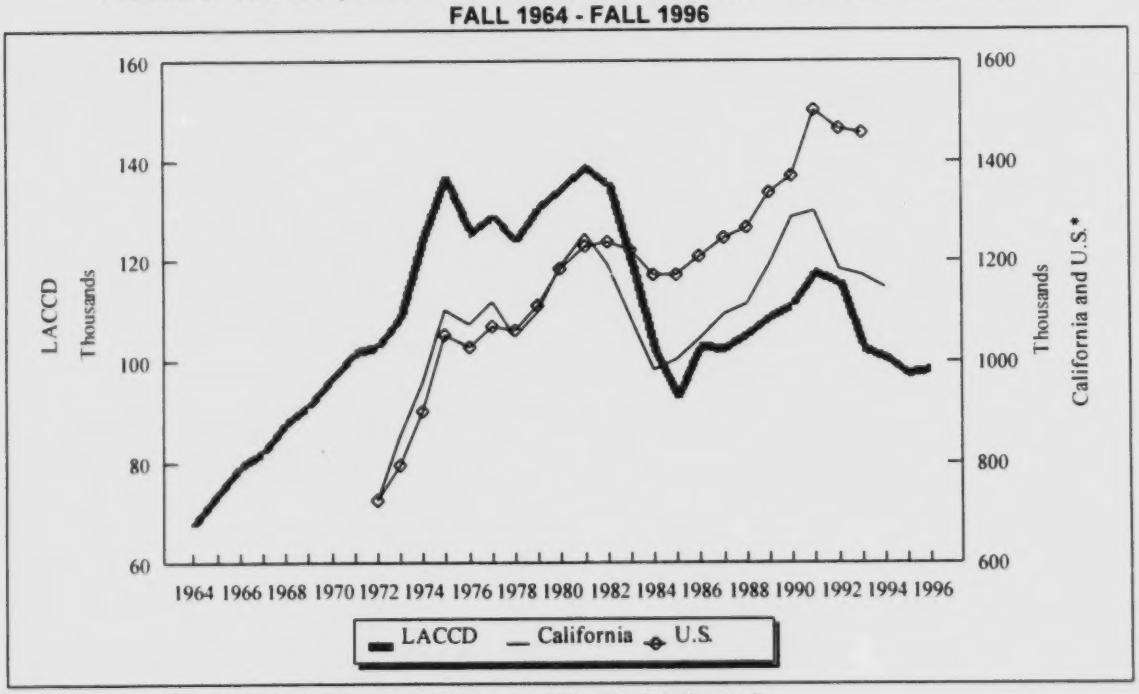
ENROLLMENT BY COLLEGE, DISTRICT AND STATE

Tables 1.1 through 1.3 show the full span of District enrollment from the early sixties, and for the State since 1972. The national credit enrollment figures in Table 1.2 were obtained from the federal Department of Education's National Center for Educational Statistics; the latest semester for which this data are available is Fall 1994. Blank spaces for Mission, Southwest and West indicate the years before these colleges were established.

The non-credit course enrollment in Table 1.3 is tallied from 1986, when it grew to significant levels at several colleges; it is not available at the national level. These numbers represent reimbursement-generating enrollment, and do not include recreational/avocational classes offered through community services. The first census non-credit numbers listed here do **not** include students also taking credit classes. They may be somewhat lower than total semester non-credit enrollment, since classes are often modular and not even begun by first census.

District enrollment peaked in 1975 and then again in 1981. Between 1981 and 1985 District enrollment declined by over 33%. Fall 1996 enrollment was still only 71% of the 1981 figure. Changes in District enrollment have largely reflected trends in community college attendance in the state and the nation over this period, but the fluctuation in numbers for the District have generally been greater, as is shown in Figure 1.

FIGURE 1: DISTRICT, STATE AND NATIONAL COMMUNITY COLLEGE ENROLLMENT FALL 1964 - FALL 1996



*U.S. figures are indexed to that of the state to provide comparability of scale in the graph.

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TABLE 1.1:
UNDUPLICATED FIRST CENSUS CREDIT ENROLLMENT BY COLLEGE
FALL 1964 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District*
1964	15,306	9,770	4,867	---	9,420	---	14,944	13,723	---	68,030
1965	16,922	9,804	5,853	---	11,139	---	15,447	15,000	---	74,165
1966	18,023	12,359	6,363	---	12,207	---	14,545	15,983	---	79,480
1967	18,137	13,136	6,712	---	12,636	1,044	14,233	16,258	---	82,156
1968	18,745	13,043	7,493	---	14,128	2,537	14,224	18,042	---	88,212
1969	17,463	13,014	7,852	---	14,617	2,525	15,688	17,028	3,282	91,469
1970	18,069	13,606	8,408	---	16,000	2,940	15,433	18,481	4,239	97,176
1971	17,802	14,042	9,130	---	16,317	3,858	15,645	19,066	4,832	102,256
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	103,456
1973	19,185	15,626	10,050	---	17,335	4,387	16,524	18,609	5,700	108,922
1974	23,514	16,833	10,736	---	21,206	4,655	18,155	21,323	7,240	124,839
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	137,031
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	126,143
1977	19,535	15,763	11,812	3,060	22,654	7,119	17,306	21,796	8,712	129,296
1978	18,776	14,998	11,357	2,678	21,700	6,068	15,695	21,412	10,041	124,523
1979	18,701	16,026	11,681	3,025	22,852	7,450	15,993	22,055	11,407	130,896
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	134,622
1981	20,492	17,772	12,541	4,023	23,770	8,049	17,130	22,671	11,085	139,168
1982	20,169	17,709	11,786	4,589	23,721	7,165	16,415	22,358	10,825	135,644
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	119,569
1984	15,558	12,560	8,247	3,353	19,286	4,452	12,603	17,973	7,268	102,313
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	93,026
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	103,336
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	102,912
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	105,678
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	108,880
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	111,485
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	117,994
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	116,251
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	102,800
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	101,378
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	98,104
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	98,645

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1964 - 1982, and Computer Report CCAF130, 1983 - 96.
*District totals include ITV.

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TABLE 1.2
STATE AND NATIONAL COMMUNITY COLLEGE ENROLLMENT
FALL 1972 - FALL 1995

	California Community Colleges	All U.S. Community Colleges
1972	724,400	2,640,939
1973	852,900	2,889,621
1974	959,700	3,285,482
1975	1,104,000	3,836,366
1976	1,074,700	3,751,786
1977	1,118,000	3,901,769
1978	1,048,700	3,873,690
1979	1,100,700	4,056,810
1980	1,190,000	4,328,782
1981	1,255,000	4,480,708
1982	1,192,900	4,519,653
1983	1,085,599	4,459,330
1984	983,800	4,279,097
1985	1,004,300	4,269,733
1986	1,044,800	4,414,129
1987	1,095,361	4,541,054
1988	1,117,014	4,615,487
1989	1,195,390	4,883,660
1990	1,288,724	4,996,471
1991	1,314,277	5,404,815
1992	1,302,469	5,485,484
1993	1,185,888	5,337,328
1994	1,173,867	5,308,366
1995	1,149,218	

Sources: Through 1987, California State Dept. of Finance; 1988-1995, California Postsecondary Education Commission (CPEC) Data Abstracts and Student Profiles; 1989-1994, Digest of Educational Statistics, National Center for Educational Statistics (NCES), U.S. Department of Education

TABLE 1.3
UNDUPLICATED FIRST CENSUS NON-CREDIT ENROLLMENT BY COLLEGE
FALL 1986 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1986	12	---	407	---	6	---	---	---	---	425
1987	82	342	119	---	---	---	---	---	---	543
1988	577	222	367	---	---	73	281	---	---	1,520
1989	1,208	28	115	512	68	86	588	75	69	2,749
1990	12	71	573	587	---	78	526	22	37	1,906
1991	86	3	745	404	---	111	563	13	3	1,928
1992	152	36	30	304	---	39	18	31	---	610
1993	86	111	12	63	---	333	94	70	1	770
1994	88	368	58	224	---	215	5	49	---	1,007
1995	104	264	51	229	---	203	51	34	---	936
1996	299	448	13	17	32	313	151	224	50	1,547

Source: Census Class Enrollment Report D3900

MEASURES FOR APPORTIONMENT

These tables cover the two measures that have been used to determine apportionment of funding by the State for student hours of enrollment. Up to 1990-91, the measure used was Average Daily Attendance (ADA), which has been replaced by FTES (Full -Time Equivalent Student) with the introduction of program-based funding. Both are computed by a formula that divides the total hours of class attendance over an academic year by 525, a number representing 15 hours per week of class attendance by one student over two standard semesters.

The currently used FTES measure is obtained by three slight variations of the same calculation. For full semester classes, enrollment at census date is multiplied by 17.5, which is the number of weeks of instruction over a full semester; the product is divided by 525. For short term classes with regularly scheduled meeting times, which are labeled Daily Student Contact Hour (DSCH) classes, the length of the class in weeks is substituted for the 17.5 factor. Classes designated as Positive Attendance have one or more of the following characteristics: not meeting at regular hours; operating on an open entry-exit basis; apprenticeship; or non-credit. For these classes, the total hours of attendance for the term are tallied and divided by 525.

The previously used ADA measure was calculated in the same way, except that the average of first and second census was used for full semester enrollment, and was then multiplied by .911, an "attrition factor", which is an estimate of the percentage actual attendance is of active enrollment. After these calculations the product was divided by 525. Of course, the resulting ADA figures were lower than the corresponding FTES, as shown in the overlapping years in Figure 2.

FIGURE 2: DISTRICT ADA AND FTES, 1971-72 - 1995-96

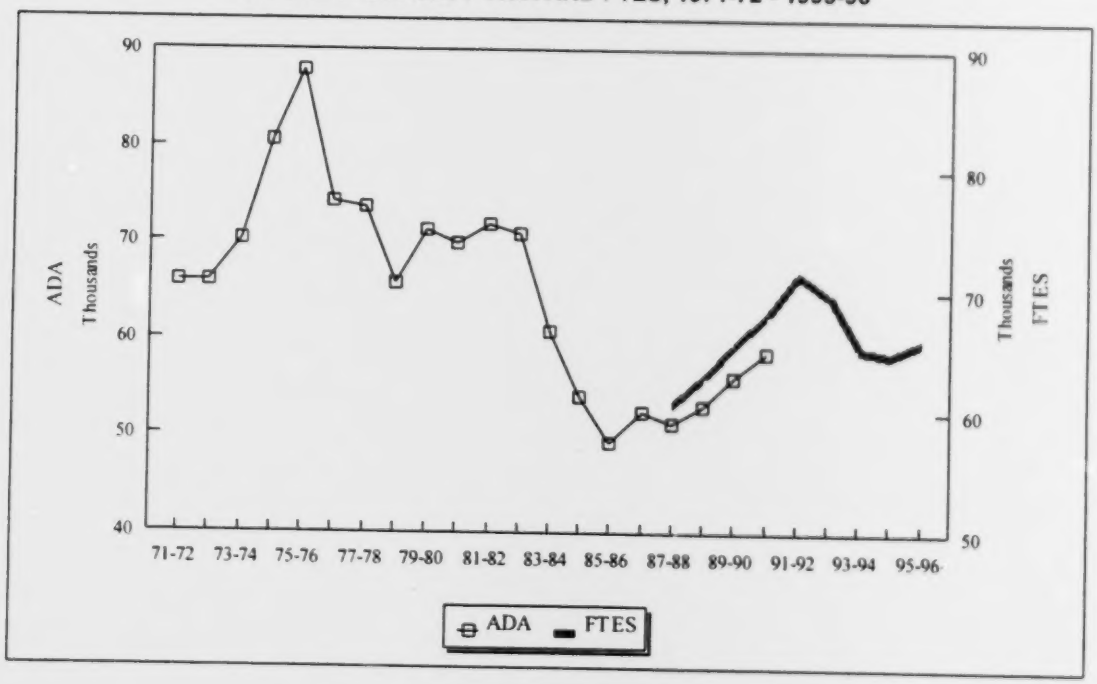

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TABLE 2
AVERAGE DAILY ATTENDANCE (ADA)
AND STUDENT FULL-TIME EQUIVALENT (FTES)
BY ACADEMIC YEAR, 1969-70--1995-96

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District*
ADA										
1969/70	13,173	7,924	5,896	---	9,958	1,784	11,428	10,785	2,307	63,255
1970/71	12,673	8,078	6,097	---	10,290	2,092	11,070	10,894	2,626	63,844
1971/72	12,646	8,211	6,326	---	10,915	2,535	11,550	10,507	2,963	65,998
1972/73	12,423	8,676	6,185	---	10,934	2,449	11,649	10,197	2,920	65,960
1973/74	12,653	9,711	6,535	---	11,200	2,667	12,632	11,160	3,390	70,253
1974/75	14,129	10,888	7,261	238	13,247	3,183	14,025	12,935	4,035	80,437
1975/76	15,805	11,820	7,987	1,152	14,097	3,828	14,436	14,258	4,027	87,771
1976/77	12,447	9,732	6,716	1,065	12,279	3,428	12,636	11,771	3,716	74,285
1977/78	11,992	8,911	6,741	1,304	12,250	3,758	12,047	11,367	4,668	73,576
1978/79	10,610	8,026	6,140	1,053	10,887	3,400	10,372	10,360	4,524	65,709
1979/80	11,020	8,892	6,671	1,069	12,058	4,212	10,725	10,850	5,234	71,136
1980/81	11,178	8,837	6,350	1,127	11,490	3,755	11,110	10,368	5,338	69,929
1981/82	11,437	9,186	6,616	1,391	12,230	4,002	11,140	10,320	5,100	71,906
1982/83	11,282	9,461	6,472	1,528	11,727	3,647	11,194	10,390	4,906	70,911
1983/84	9,542	7,993	5,197	1,341	10,318	2,963	9,959	8,954	4,109	60,780
1984/85	8,892	6,826	4,561	1,157	9,550	2,245	9,004	7,943	3,446	54,071
1985/86	7,735	6,298	4,343	1,359	8,839	1,698	8,278	7,415	3,020	49,338
1986/87	7,897	6,614	4,661	1,895	9,278	2,126	8,246	7,943	3,654	52,515
1987/88	7,464	6,446	4,586	1,932	9,041	2,210	7,804	8,019	3,613	51,272
1988/89	7,747	6,810	4,532	2,115	9,110	2,514	8,020	8,153	3,766	52,973
1989/90	8,514	7,386	4,635	2,426	9,402	2,836	7,973	8,505	4,065	55,946
1990/91	8,860	7,553	4,763	2,983	9,382	3,599	8,110	8,769	4,212	58,496
FTES										
1987/88	8,904	7,544	5,406	2,217	10,797	2,666	9,061	9,670	4,338	60,798
1988/89	9,234	8,074	5,389	2,420	10,980	2,966	9,319	9,785	4,510	62,932
1989/90	10,056	8,635	5,433	2,688	11,211	3,252	9,206	10,086	4,806	65,623
1990/91	10,113	8,787	5,569	3,365	11,142	4,141	9,388	10,338	5,003	68,181
1991/92	10,257	8,880	6,051	3,867	11,305	4,508	10,234	10,837	5,151	71,466
1992/93	10,698	9,068	5,466	3,990	10,884	3,812	10,358	10,590	4,905	69,770
1993/94	9,720	9,422	5,245	3,285	9,477	4,013	9,871	9,692	4,633	65,356
1994/95	9,815	9,879	5,332	3,170	9,088	3,879	9,548	9,666	4,519	64,896
1995/96	9,985	10,467	5,238	3,454	9,232	3,577	9,609	9,705	4,784	66,050

Sources: Enrollment and Attendance Reports, 1977-1982, and Apportionment Attendance Report CCAF320, Attendance Accounting.

*ITV ADA and FTES figures are included in the District totals but not shown separately in the table. Beginning in 1989-90, ITV figures are included in the figures for City College

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ENROLLMENT BY GENDER

Figure 5 shows that, the gender balance in the District as a whole was reversed after 1976, as females became the majority. Gender percentages evolved from 56% male and 44% female in Fall 1972 to precisely the reverse by Fall 1991; this trend has continued very gradually. Females have increased their percentages at all colleges, and are the majority at all colleges except Trade-Tech; even there, the female share of the student body has risen by more than a fifth of the whole since 1972. The greatest increase in female participation occurred before 1980; since that time it has fluctuated within a range of two or three percentage points at most colleges.

FIGURE 3: DISTRICT UNDUPLICATED ENROLLMENT BY GENDER

FALL 1972 - FALL 1996

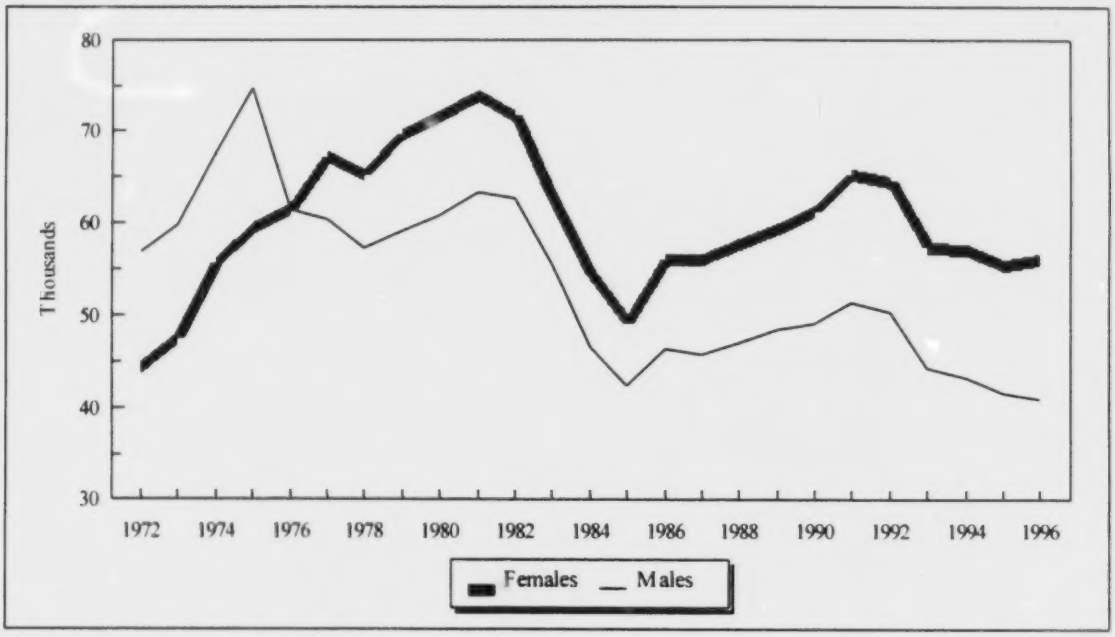

TABLE 3
ENROLLMENT BY GENDER AND COLLEGE, FALL 1972 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number*
Percent Female											
1975	43.7	41.3	48.0	58.4	46.1	54.5	28.6	49.5	52.9	44.4	59,671
1980	53.1	55.1	54.9	68.2	52.9	68.4	36.7	57.7	61.5	54.1	71,682
1985	51.1	57.4	58.0	69.7	50.4	72.5	37.7	55.7	64.2	53.7	49,319
1990	52.3	57.3	58.9	66.9	53.0	67.8	42.3	56.3	61.3	55.5	61,448
1991	53.2	56.8	59.6	64.5	53.7	68.3	43.9	56.7	61.7	56.0	65,493
1992	53.6	57.2	58.5	64.4	54.4	69.3	46.0	56.1	61.8	56.2	64,582
1993	53.1	57.2	58.5	64.6	55.3	72.1	47.3	55.3	62.5	56.5	57,510
1994	53.9	57.9	58.8	65.2	54.1	71.8	48.6	56.2	63.5	57.0	57,324
1995	53.9	58.4	60.1	63.9	53.9	72.1	48.7	56.5	64.5	57.2	55,597
1996	55.4	59.5	60.6	65.1	54.2	72.3	48.3	57.9	64.5	57.9	56,372
Percent Male											
1972	48.7	58.3	54.0	100.0	56.7	42.6	72.0	52.6	54.1	56.0	56,887
1975	56.3	58.7	52.0	41.7	53.9	45.5	71.4	50.5	47.1	55.6	74,801
1980	46.9	44.9	45.1	31.8	47.1	31.6	63.3	42.3	38.5	45.9	60,793
1985	48.9	42.6	42.0	30.3	49.6	27.5	62.3	44.3	35.8	46.3	42,460
1990	47.7	42.7	41.1	33.1	47.0	32.2	57.7	43.7	38.7	44.5	49,242
1991	46.8	43.2	40.4	35.5	46.3	31.7	56.1	43.3	38.3	44.0	51,447
1992	46.4	42.8	41.5	35.6	45.6	30.7	54.0	43.9	38.2	43.8	50,335
1993	46.9	42.8	41.5	35.4	44.7	27.9	52.7	44.7	37.5	43.5	44,347
1994	46.1	42.1	41.2	34.8	45.9	28.2	51.4	43.8	36.5	43.0	43,192
1995	46.1	41.6	39.9	36.1	46.1	27.9	51.3	43.5	35.5	42.8	41,615
1996	44.6	40.5	39.4	34.9	45.8	27.7	51.7	42.1	35.5	42.1	40,934
Total Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1982, and Computer Report CCAF130 and Student Data Tape, 1988-94; MEDS Data System, 1995-96.

Does NOT include students enrolled in non-credit classes only; does NOT include ITV.

Note: The number of females at East, Harbor and Trade-Tech in 1975 have been interpolated from the 1974 and 1976 figures, due to apparent data collection errors at those schools in 1975.

ENROLLMENT BY ETHNICITY

Data on student ethnicity have been obtained from reponses to a multiple-choice question on the student application. Until 1990-91 the choices were the four listed on this table: Asian, Black, Hispanic and White, along with Native American and Other. Beginning in Fall 1990, a new application listed 18 ethnic categories. The data obtained from the new or returning students filling out this application have been consolidated into the four "old" categories listed on this table. Thus the Asian group includes students identifying themselves as Chinese, Japanese, Korean, Filipino, Laotian, Cambodian, Indian Subcontinent, Pacific Islander, and Other Asian. Blacks would check only "Black, African-American", while Hispanic would include Mexican/Chicano, Central or South American, and Other Hispanic. White students would pick "Caucasian, White", while students choosing American Indian, Alaska Native, Other Non-white, or Decline to State, would be placed in the "Other" category. Space does not permit the inclusion in the table of this category, which accounted for only 2% of the total District student population in Fall 1996.

This year a table depicting the distribution of the principal languages spoken by students at home is included. The information was derived from the primary language question on the application. Tagalog has been used to designate the principal language of the Philippines.

FIGURE 4: DISTRICT UNDUPLICATED ENROLLMENT BY ETHNICITY, FALL 1972 - FALL 1996

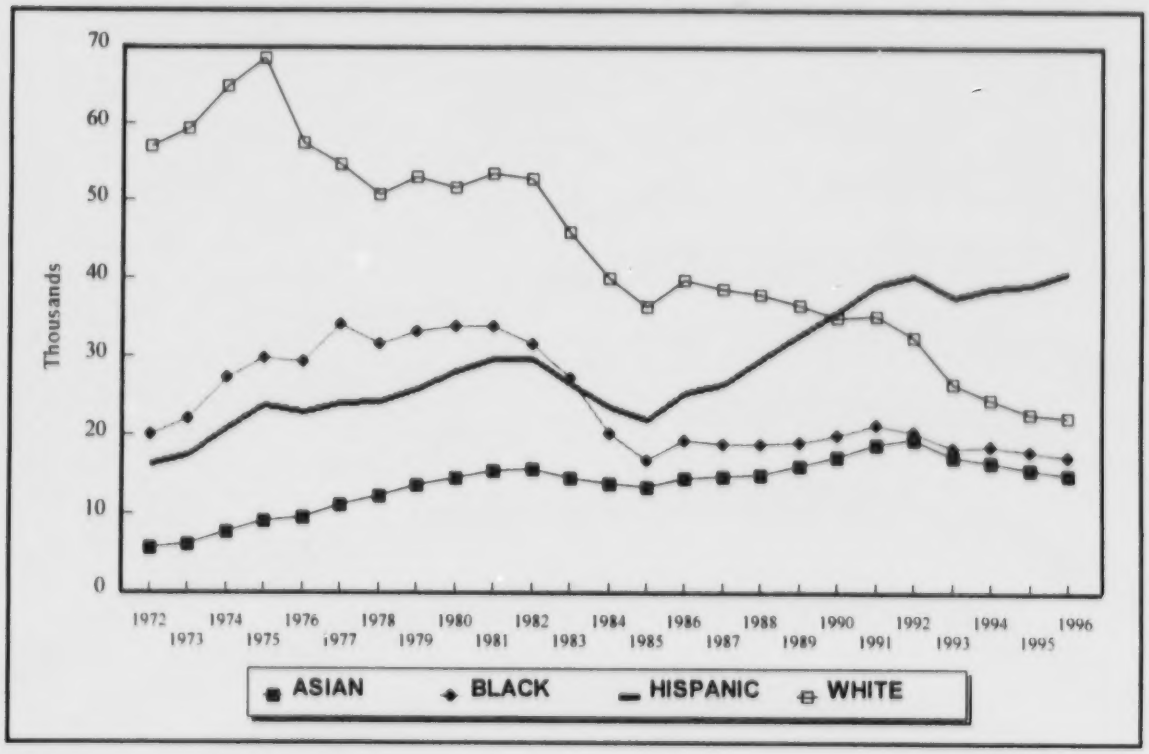

TABLE 4.1
ENROLLMENT BY ETHNICITY AND COLLEGE, FALL 1972 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number*
Percent Asian											
1972	11.6	8.0	8.3	---	0.7	0.4	5.4	1.5	4.0	5.5	5,591
1975	15.3	8.6	8.6	1.8	1.6	1.4	6.7	2.8	5.7	6.7	9,012
1980	20.7	14.2	16.5	3.5	6.8	0.5	8.3	8.4	8.3	10.9	14,447
1985	27.2	20.3	14.3	5.0	10.7	1.0	15.5	10.1	8.4	14.5	13,333
1990	24.8	21.7	16.4	5.9	14.9	1.2	14.4	13.8	10.4	15.5	17,186
1993	23.8	21.6	19.5	6.8	20.0	1.2	13.0	17.4	10.8	17.0	17,310
1994	22.5	19.6	19.2	6.8	20.5	1.4	12.8	17.3	10.4	16.5	16,566
1995	21.5	18.1	18.7	6.9	20.9	1.1	12.6	17.2	9.6	16.0	15,621
1996	20.5	16.9	17.4	6.9	21.1	1.0	11.7	16.2	9.2	15.2	14,859
Percent Black											
1972	32.0	5.1	10.5	---	0.9	89.5	39.4	3.0	33.5	19.7	20,003
1975	34.5	7.5	13.7	11.9	1.6	95.9	46.8	3.9	45.5	22.1	29,695
1980	35.2	4.9	16.1	11.2	3.9	98.2	52.6	6.8	50.0	25.6	33,945
1985	20.9	4.3	14.1	8.7	3.1	93.9	35.9	6.1	50.0	18.2	16,702
1990	15.3	3.1	14.8	7.0	3.7	71.7	31.8	7.2	50.1	18.1	19,917
1993	14.5	2.3	14.7	6.4	4.6	75.8	33.6	7.5	53.8	18.2	18,482
1994	14.8	2.3	14.8	6.4	4.7	76.2	33.2	7.6	54.7	18.6	18,610
1995	14.6	1.6	17.1	6.4	4.7	78.5	31.0	7.5	56.1	18.4	17,808
1996	13.8	1.8	15.0	6.0	5.2	77.8	30.1	7.6	55.7	17.9	17,333
Percent Hispanic											
1972	14.5	52.3	13.8	---	3.2	0.8	18.1	7.2	4.1	16.1	16,294
1975	15.1	59.2	15.5	31.1	4.1	0.9	18.3	9.5	4.9	17.8	23,898
1980	19.7	67.5	18.7	42.1	7.1	0.5	24.4	13.3	6.2	21.3	28,174
1985	26.8	63.1	19.2	34.8	8.5	2.9	32.0	14.7	7.6	24.0	22,019
1990	38.3	68.9	26.5	51.5	12.0	25.3	40.6	22.9	12.5	32.6	35,972
1993	39.2	71.6	34.0	61.5	15.8	22.0	43.9	27.1	15.6	37.2	37,768
1994	39.5	73.9	34.9	62.9	17.7	21.3	45.2	28.9	16.2	38.9	38,910
1995	40.7	76.5	35.7	64.9	19.1	19.3	47.9	30.7	16.7	40.7	39,349
1996	41.7	77.8	38.7	65.4	19.2	20.1	49.8	33.1	18.5	42.3	40,999
Percent White											
1972	38.5	32.7	64.1	---	94.0	6.1	33.7	86.1	56.1	56.2	57,037
1975	32.6	22.9	58.0	53.3	90.5	0.8	26.0	80.7	41.2	50.9	68,487
1980	21.3	11.5	45.5	39.8	78.5	0.3	12.0	66.9	32.6	39.1	51,788
1985	20.0	9.6	49.2	48.1	73.9	1.0	13.6	64.9	30.5	39.6	36,387
1990	19.2	5.0	40.6	33.8	66.0	1.1	11.3	53.2	24.1	31.4	35,036
1993	20.9	3.7	30.5	23.9	56.9	0.8	8.2	45.6	17.3	25.9	26,559
1994	21.5	3.2	29.4	22.4	54.0	0.7	7.5	43.6	16.0	24.2	24,526
1995	21.5	3.1	27.3	20.4	51.9	0.7	7.3	41.7	15.3	23.1	22,661
1996	22.5	2.7	27.5	20.0	50.8	0.7	7.3	39.9	14.0	22.6	22,186
Total Credit Enrollment											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Sources: ENROLLMENT AND ATTENDANCE REPORTS, 1972-75; Student Data Tape 551, 1976-94; MEDS Data Tape, 1994-96. Enrollment percentages from "Other" ethnic groups are not shown here.
Does NOT include students enrolled in non-credit classes only; does NOT include ITV.

TABLE 4.2

ENROLLMENT BY HOME LANGUAGE AND COLLEGE, FALL 1992 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Percent English Speakers											
1992	38.9	52.8	77.7	62.8	74.4	78.3	61.3	67.4	80.8	64.0	73,252
1993	37.9	51.8	78.0	62.5	71.9	78.6	61.4	64.7	79.9	62.5	63,481
1994	38.3	50.1	77.2	60.5	71.2	76.9	59.8	63.3	79.9	61.3	61,498
1995	39.0	51.3	77.7	63.0	70.4	82.1	58.7	62.2	81.1	61.7	59,874
1996	38.5	53.3	77.5	63.0	70.4	82.5	57.8	61.5	80.8	61.6	59,919
Percent Armenian Speakers											
1992	7.8	0.7	0.3	0.6	1.9	0.1	0.7	3.3	0.3	2.2	2,583
1993	9.5	0.7	0.3	0.7	2.1	0.0	0.7	4.8	0.3	2.8	2,862
1994	9.9	0.6	0.2	0.6	2.3	0.1	0.5	5.8	0.3	3.0	3,005
1995	9.2	0.5	0.1	1.0	2.3	0.2	0.5	6.4	0.1	3.0	2,884
1996	9.3	0.5	0.2	0.9	2.4	0.0	0.5	6.8	0.1	3.0	2,926
Percent Chinese Speakers											
1992	1.9	12.9	1.0	0.4	1.5	0.1	2.4	0.6	0.7	2.7	3,229
1993	1.9	11.9	1.0	0.5	1.4	0.0	2.5	0.7	0.6	2.7	2,828
1994	1.7	10.6	0.8	0.7	1.3	0.1	2.6	0.6	0.6	2.6	2,617
1995	1.4	9.6	0.7	0.9	1.2	0.1	2.6	0.6	0.6	2.5	2,424
1996	1.3	9.0	0.8	0.7	1.3	0.0	2.4	0.5	0.6	2.3	2,251
Percent Farsi Speakers											
1992	0.4	0.2	0.6	0.5	5.0	0.2	0.4	2.3	1.7	1.5	1,762
1993	0.4	0.1	0.5	0.7	5.2	0.2	0.3	2.3	2.4	1.6	1,588
1994	0.3	0.1	0.4	0.5	5.4	0.1	0.4	2.3	2.1	1.5	1,492
1995	0.4	0.1	0.5	0.4	5.2	0.1	0.3	1.9	2.0	1.4	1,365
1996	0.4	0.1	0.7	0.4	5.1	0.2	0.3	1.7	1.6	1.3	1,287
Percent Japanese Speakers											
1992	1.8	0.4	1.9	0.5	0.6	0.0	0.1	0.8	2.1	0.9	4,338
1993	1.9	0.4	1.9	0.5	0.7	0.0	0.1	0.9	1.8	0.9	3,701
1994	1.6	0.3	1.8	0.5	0.6	0.0	0.1	0.7	1.4	0.8	3,360
1995	1.7	0.2	1.7	0.5	0.5	0.0	0.2	0.6	1.0	0.7	3,037
1996	1.6	0.2	1.8	0.5	0.5	0.1	0.1	0.6	0.9	0.7	2,807
Percent Korean Speakers											
1992	6.8	0.6	1.4	0.8	1.8	0.1	1.2	1.7	0.8	2.0	2,302
1993	6.5	0.5	1.4	0.8	1.7	0.1	1.1	1.8	0.8	1.9	1,984
1994	6.8	0.5	1.5	0.7	1.7	0.1	1.2	2.0	0.7	2.0	2,010
1995	6.1	0.3	1.6	0.8	1.8	0.0	1.3	1.8	0.5	1.9	1,819
1996	5.7	0.2	1.3	0.9	1.7	0.0	1.1	1.4	0.6	1.7	1,631
Percent Russian Speakers											
1992	1.9	0.4	0.1	0.2	0.6	0.0	0.2	1.9	0.4	0.8	935
1993	2.5	0.4	0.1	0.1	0.7	0.0	0.3	2.3	0.5	1.0	1,016
1994	3.4	0.4	0.1	0.2	0.7	0.0	0.3	2.8	0.5	1.2	1,211
1995	4.5	0.2	0.1	0.1	0.9	0.0	0.4	2.8	0.5	1.4	1,349
1996	5.3	0.2	0.1	0.2	1.1	0.0	0.5	2.9	0.5	1.5	1,490
Percent Spanish Speakers											
1992	27.7	27.2	10.9	30.9	5.6	19.8	26.7	12.9	7.0	18.3	21,069
1993	27.9	28.8	10.9	31.0	6.9	19.7	26.1	13.5	7.5	19.0	19,356
1994	27.9	32.0	12.2	33.3	7.3	21.1	27.4	13.6	8.0	20.3	20,425
1995	28.3	32.6	12.4	30.1	7.7	16.0	29.1	14.5	8.0	20.5	19,882
1996	29.5	32.0	12.9	30.8	8.0	15.7	30.9	16.1	9.1	21.3	20,720

Continued on Next Page

TABLE 4.2 (Continued)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Percent Tagalog (Filipino) Speakers											
1992	58	08	36	12	10	02	22	28	07	22	2,583
1993	49	09	36	08	12	01	22	24	04	21	2,113
1994	40	07	31	07	13	01	21	23	06	19	1,884
1995	33	07	30	08	15	02	18	22	06	17	1,665
1996	30	05	24	08	16	01	15	21	05	16	1,512
Percent Vietnamese Speakers											
1992	13	22	04	02	25	01	17	12	04	14	1,552
1993	13	27	05	03	31	00	19	13	05	16	1,620
1994	14	29	05	03	31	01	22	16	03	17	1,713
1995	13	28	04	02	32	00	21	15	04	17	1,613
1996	12	25	04	02	30	01	20	15	03	16	1,520
Percent Other Language Speakers											
1992	57	18	22	20	51	11	33	50	53	39	4,486
1993	53	19	20	23	50	13	34	54	54	39	3,971
1994	47	19	22	21	53	15	33	51	55	38	3,816
1995	47	16	18	22	53	12	30	54	51	37	3,576
1996	43	14	19	18	49	12	28	49	50	34	3,325
Total Credit Enrollment*											
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: Matriculation Evaluation Data System Reports, 1992-1996.

*Does NOT include students enrolled in non-credit classes only, or ITV students.

ENROLLMENT BY AGE

The age of a student is the characteristic most relevant to college attendance. Persons between 18 and 24 are more likely to be college undergraduates. The most conspicuous trend in age groups during the 1980s was the decline in numbers and percentages of students under 20, who have represented the "traditional" age cohort for two-year colleges. In 1972, the teenage group was tied with those in their early 20s; since then, they have become fewer as the Baby Boomers have grown into older age groups, and have not been replaced by numbers as great as theirs. The younger students are not expected to approach "baby boom" enrollment levels in the near future. The enrollment increases of recent years have occurred in the three older age groups, while the under 20s continued to decline in numbers. But, as Figures 5.2 and 5.3 indicate, 19 and 20 are still the most common ages among students, and these younger students tend to carry the heaviest hour loads. (See also *Clearer Thinking about Student Characteristics as a Guide to Policy Planning*, Research and Planning, May 1993.)

FIGURE 5.1: DISTRICT UNDUPLICATED ENROLLMENT BY AGE, FALL 1972 - FALL 1996

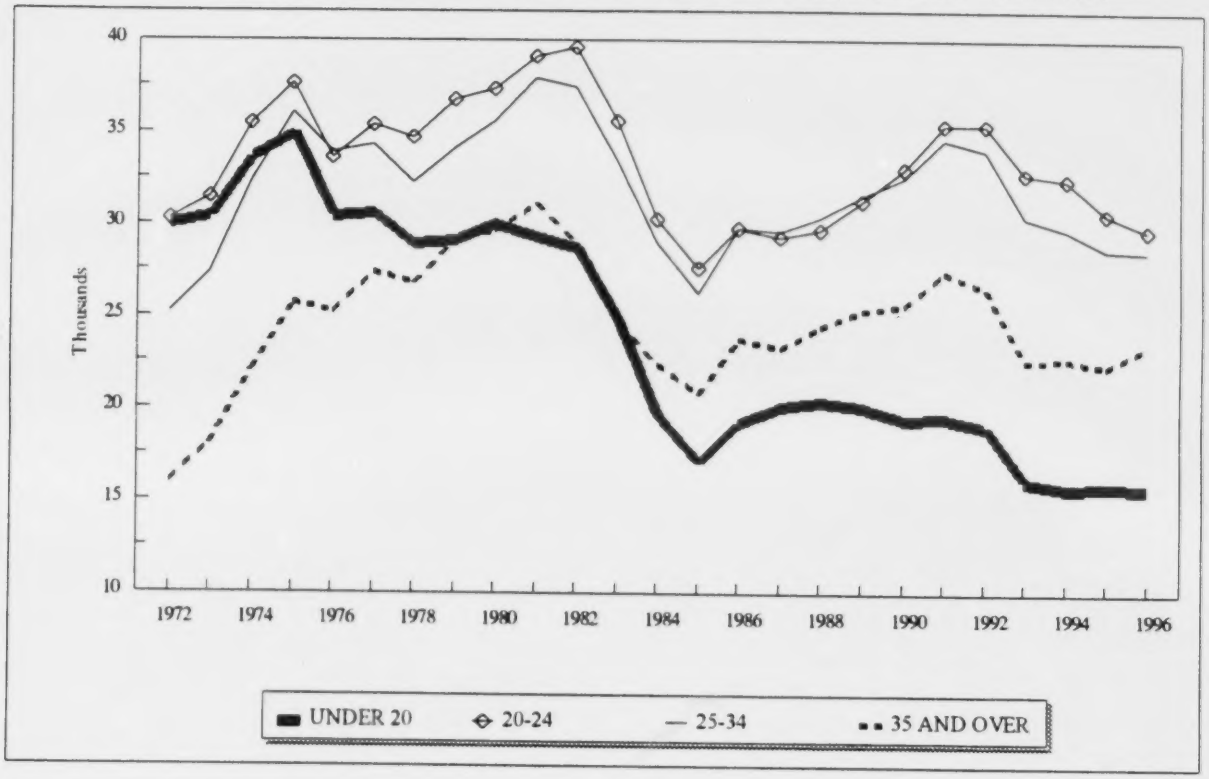

TABLE 5
ENROLLMENT BY AGE AND COLLEGE, FALL 1972 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Percent Under 20											
1972	24.7	28.1	38.2	---	42.4	17.9	16.2	32.5	35.7	29.6	30,084
1975	21.3	26.5	31.8	16.2	35.5	18.4	16.4	27.3	28.0	26.0	34,994
1980	17.1	23.4	27.7	13.1	30.8	22.1	18.4	22.4	19.6	22.7	30,023
1985	13.7	20.3	21.1	10.0	26.2	14.6	15.8	17.8	16.1	18.6	17,080
1990	11.9	20.2	20.7	13.5	26.1	12.1	13.0	19.1	13.3	17.6	19,463
1993	9.7	16.3	21.6	17.4	23.8	10.2	11.7	17.3	11.5	15.9	16,166
1994	10.4	15.5	18.8	16.7	23.7	11.3	12.4	17.4	11.7	15.6	15,725
1995	10.3	17.1	18.9	15.9	24.8	12.1	13.0	18.1	12.4	16.3	15,851
1996	10.3	15.7	19.5	17.7	23.4	12.9	13.4	18.4	12.0	16.2	15,725
Percent 20 - 24											
1972	32.6	34.4	28.4	---	28.7	26.3	24.5	30.8	28.8	29.8	30,300
1975	31.9	31.5	25.9	16.0	27.5	25.0	23.9	28.6	24.8	28.0	37,630
1980	30.9	32.3	25.7	18.8	29.3	27.5	26.7	27.7	23.6	28.1	37,266
1985	31.7	34.8	28.6	17.6	33.5	26.2	28.0	29.6	24.3	30.1	27,617
1990	29.0	35.5	29.0	20.5	32.9	26.0	27.1	31.3	26.5	29.8	33,024
1993	30.9	39.2	33.4	26.5	33.5	26.8	29.0	32.6	29.2	32.1	32,732
1994	30.2	39.6	34.1	28.6	34.0	25.7	29.0	33.3	26.7	32.2	32,387
1995	28.9	38.1	33.2	30.5	32.8	24.5	28.5	32.8	25.4	31.4	30,522
1996	27.9	38.1	31.8	29.2	31.3	23.3	27.9	31.4	25.1	30.5	29,657
Percent 25 - 34											
1972	28.3	22.4	18.9	---	16.8	36.1	34.6	22.7	22.6	24.8	25,137
1975	30.6	26.1	21.7	31.9	19.4	34.6	34.5	25.4	26.9	26.8	36,051
1980	33.1	26.9	21.1	28.5	19.6	28.0	32.4	26.3	27.9	26.8	35,535
1985	34.2	26.8	25.3	26.6	23.1	30.4	32.7	29.3	29.6	28.6	26,256
1990	34.4	27.7	25.1	28.5	23.8	33.8	33.6	28.7	32.1	29.4	32,552
1993	33.3	27.8	25.4	27.0	25.2	35.7	34.0	28.5	34.3	29.8	30,333
1994	31.6	28.4	26.6	26.7	25.1	35.7	33.4	27.9	34.4	29.6	29,709
1995	32.3	28.6	26.2	25.8	24.7	34.6	32.8	27.8	34.2	29.4	28,561
1996	31.2	29.6	26.1	25.0	25.1	35.0	32.2	27.5	34.1	29.2	28,454
Percent 35 and Over											
1972	14.4	15.1	14.5	---	12.1	19.7	24.6	14.0	12.9	15.8	15,995
1975	16.2	15.9	20.6	36.0	17.6	22.0	25.3	18.7	20.3	19.2	25,797
1980	18.9	17.3	25.5	39.6	20.4	22.3	22.5	23.7	28.9	22.4	29,651
1985	20.5	18.1	24.9	45.8	17.1	28.7	23.4	23.3	30.1	22.7	20,826
1990	24.8	16.6	25.3	37.5	17.3	28.1	26.3	20.9	28.2	23.2	25,651
1993	26.1	16.6	19.5	29.2	17.4	27.3	25.3	21.5	25.0	22.2	22,626
1994	27.8	16.6	20.4	28.1	17.2	27.3	25.2	21.4	27.2	22.6	22,695
1995	28.5	16.3	21.6	27.9	17.8	28.9	25.7	21.3	28.0	22.9	22,279
1996	30.6	16.5	22.6	28.1	20.2	28.8	26.6	22.7	28.8	24.1	23,470
Total Credit Enrollment*											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1972-1975; Student Data Tape 551, 1976-1994; MEDS Data Tape, 1994-1996. *Does NOT include students enrolled only in non-credit classes, or ITV students.

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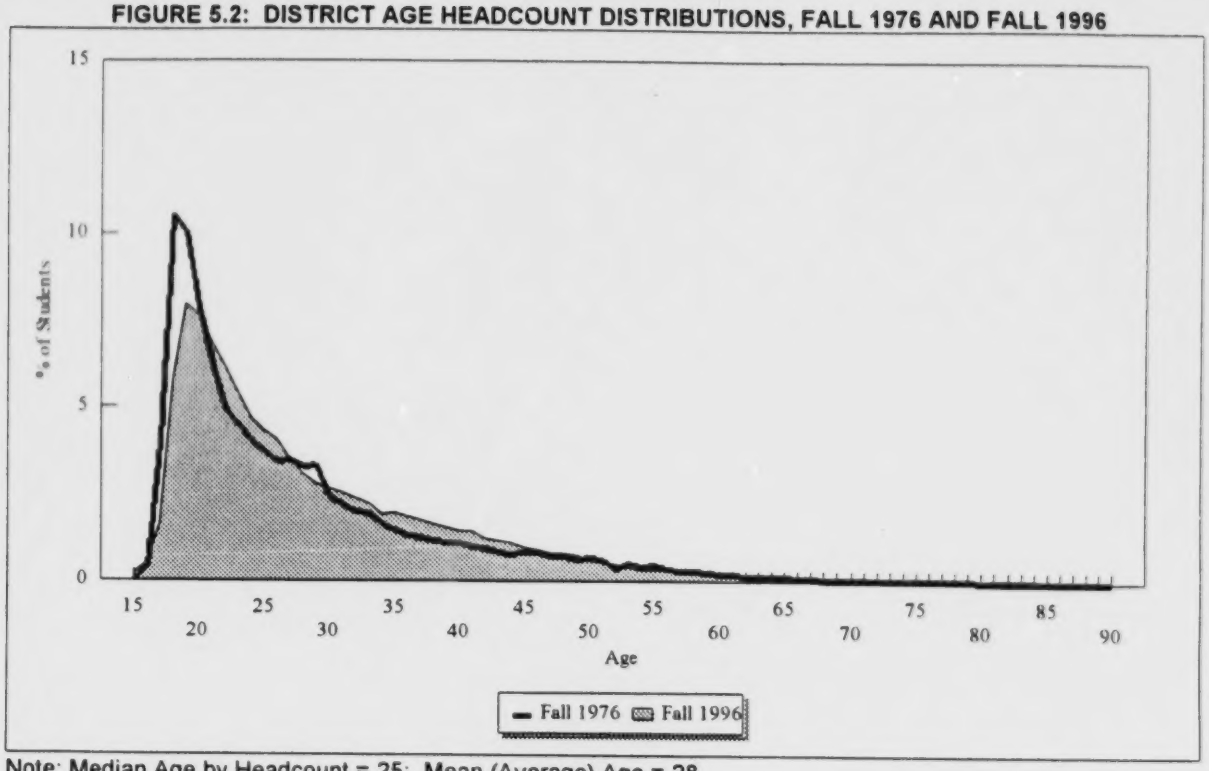
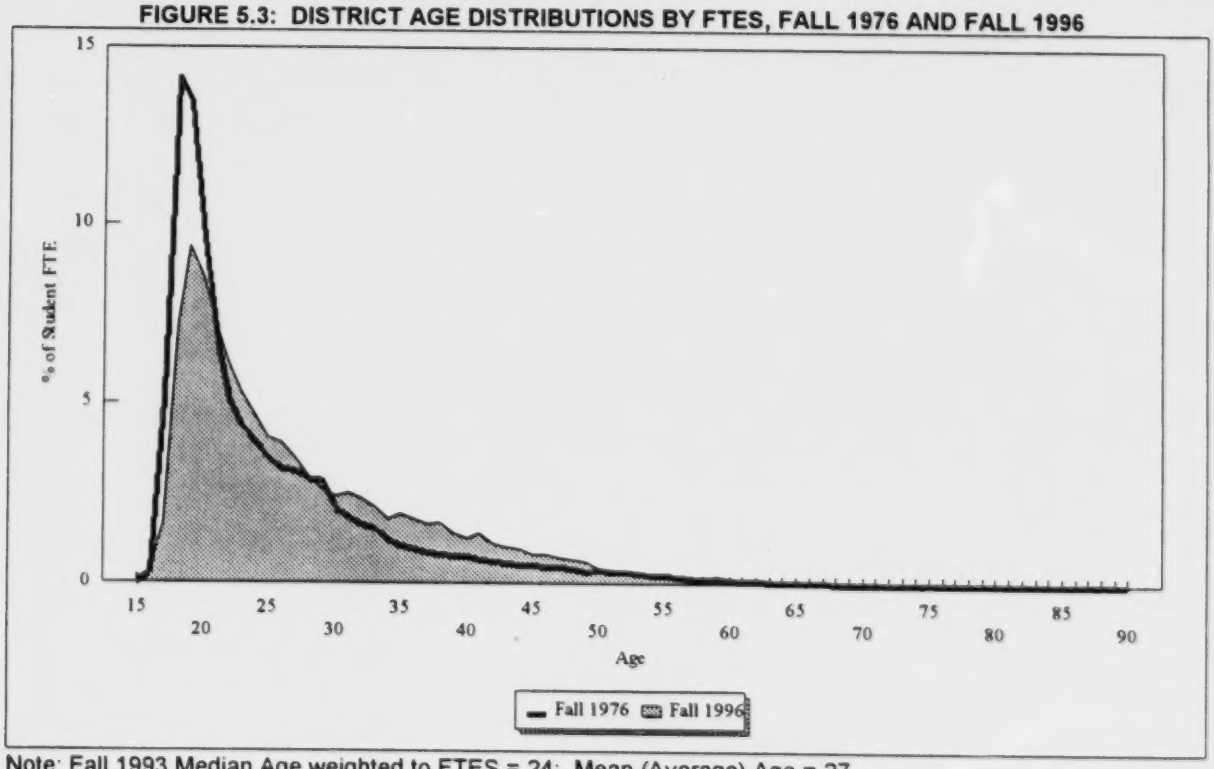
FIGURE 5.2: DISTRICT AGE HEADCOUNT DISTRIBUTIONS, FALL 1976 AND FALL 1996



Note: Median Age by Headcount = 25; Mean (Average) Age = 28

FIGURE 5.3: DISTRICT AGE DISTRIBUTIONS BY FTES, FALL 1976 AND FALL 1996



Note: Fall 1993 Median Age weighted to FTES = 24; Mean (Average) Age = 27

ENROLLMENT BY FULL-TIME/PART-TIME STATUS

Presentation of information on change in the number and proportion of students who are part-time versus full-time remains a problem. The source of student characteristic data presented in this volume is a demographic file capturing all students enrolled at the 1st census point in each Fall semester. Unfortunately, this file records only those units of enrollment for each student in classes which are active at first census. Students who are enrolled in short term classes which begin after 1st census are reported as enrolled in fewer units than will actually be the case over the whole semester. Thus the weekly hour load of each student may be a better representation of the true full-time/part-time status than units, although it will overstate the load of students enrolled in laboratory classes, which require more weekly class hours than their unit values.

Comparison of the two in the following tables reveals how significant this discrepancy can be. The Unit load table shows only 28% of District students attending full-time, whereas in hour terms 39% are full-time students, a difference of eleven percentage points. Students attending fewer than six hours are only 27% of the District student body, while those carrying fewer than six units at census are 34%. Full-time students are the largest group in hour terms, whereas by units the plurality lies in the middle range between six and twelve units.

Hour load data have now been collected back to 1976 and are presented in Figure 6 as the best indicator of change in the attendance patterns of the District's students. Numbers for 1978, 1981 and 1984 are estimates derived from changes in unit load in those years. The new figure indicates that though the numbers of students in all three categories of attendance have declined since the 1981-82 peak, the drop-off of lower load students has been much more substantial than that of more full-time students. Over the whole period, enrollment of part-time students has been more volatile and would appear to be particularly sensitive to economic fluctuations-- increasing during recessionary periods and declining during economic upturns, when the greater availability of work may draw them out of school.

FIGURE 6: DISTRICT UNDUPLICATED ENROLLMENT BY HOUR LOAD, FALL 1976 - FALL 1996

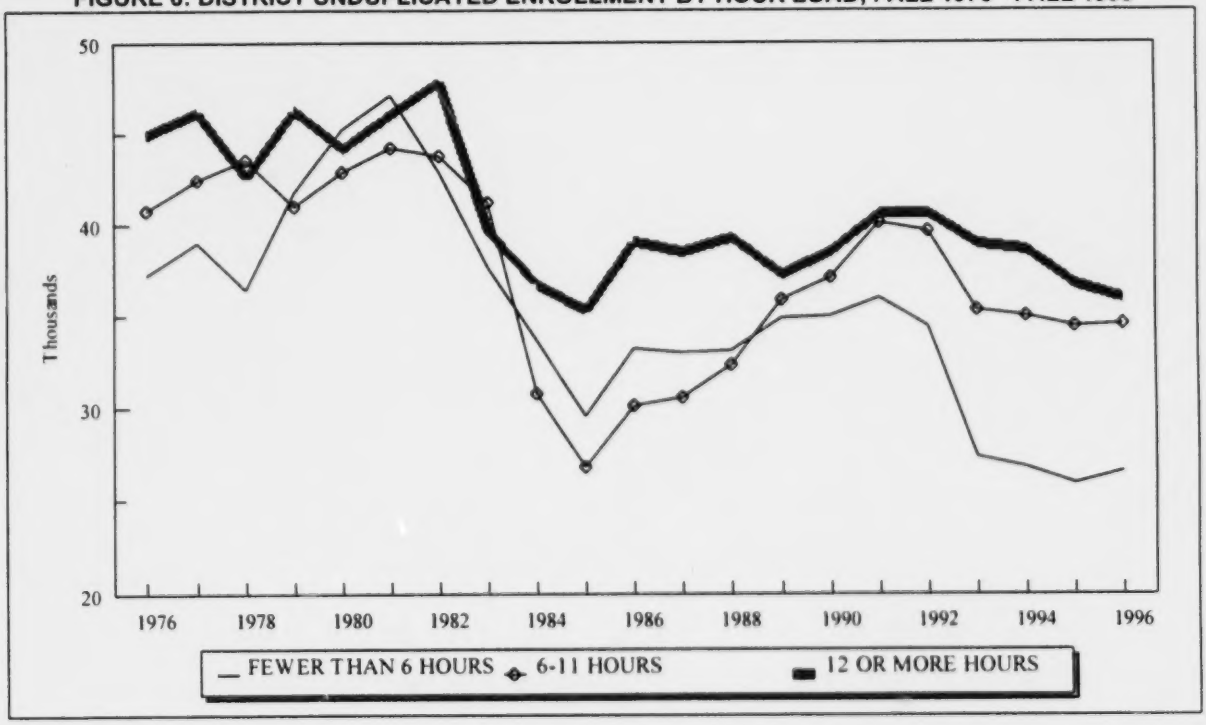


TABLE 6.1
ENROLLMENT BY UNIT LOAD AND COLLEGE, FALL 1976 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number
Percent with Fewer than 6 Units											
1976	31.4	38.1	34.7	54.1	37.5	34.5	38.9	38.9	39.4	37.1	45,639
1980	34.0	41.6	41.8	63.3	41.5	32.4	41.5	44.4	49.7	41.7	55,188
1985	33.2	40.9	39.6	65.3	39.2	43.7	37.8	46.1	45.4	41.2	37,768
1989	33.4	36.7	40.5	48.8	36.6	30.6	40.1	42.8	44.2	38.9	42,131
1990	34.3	36.1	40.2	46.8	37.7	28.5	40.1	41.9	41.5	38.5	42,576
1993	29.1	33.7	32.9	39.3	33.5	30.7	35.0	39.7	36.9	34.5	35,123
1994	29.6	32.6	31.7	41.6	34.0	29.7	35.7	38.4	36.2	34.2	34,408
1995	28.0	32.3	34.6	36.5	34.1	30.3	35.9	38.2	37.5	34.1	33,111
1996	28.8	34.1	34.1	38.9	36.6	32.1	36.4	38.6	37.8	35.2	34,251
Percent with 6 To 11.5 Units											
1976	36.4	34.3	32.5	31.5	33.2	41.9	25.8	33.9	34.1	33.4	41,098
1980	35.2	32.6	31.2	27.8	29.9	40.3	28.4	32.5	31.5	32.1	42,477
1985	34.4	31.6	30.1	19.9	32.2	34.6	32.5	32.8	34.0	32.2	29,508
1989	37.2	35.1	31.3	23.3	32.1	30.3	34.8	34.8	35.4	33.7	36,455
1990	36.7	37.2	32.5	24.6	32.7	45.2	33.4	35.8	35.5	35.0	38,689
1993	37.5	37.9	34.8	37.8	34.8	46.2	37.8	36.8	38.9	37.4	38,117
1994	36.4	37.2	35.9	36.7	36.0	47.1	37.2	37.3	40.2	37.6	37,762
1995	36.6	38.1	38.0	38.7	35.2	46.1	37.5	37.3	39.2	37.8	36,707
1996	37.2	39.3	37.3	38.6	35.6	41.6	35.2	36.5	37.8	37.3	36,267
Percent with 12 or More Units											
1976	32.1	27.7	32.8	14.4	29.4	23.6	35.4	27.3	26.5	29.6	36,417
1980	30.8	25.8	27.0	9.0	28.6	27.2	30.2	23.1	18.8	26.3	34,809
1985	32.4	27.6	30.3	14.9	28.6	21.7	29.7	21.1	20.6	26.7	24,503
1989	29.4	28.1	28.2	28.0	31.3	39.1	25.0	22.4	20.4	27.4	29,643
1990	29.0	26.7	27.4	28.5	29.6	26.2	26.5	22.3	22.9	26.6	29,425
1993	33.4	28.3	32.3	22.9	31.7	23.2	27.2	23.5	24.1	28.1	28,616
1994	34.1	30.2	32.5	21.7	30.0	23.3	27.1	24.3	23.5	28.2	28,346
1995	35.4	29.6	27.4	24.8	30.7	23.5	26.6	24.5	23.3	28.2	27,395
1996	34.0	26.6	28.6	22.5	27.9	26.4	28.4	24.9	24.4	27.5	26,789
Total Credit Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: ENROLLMENT AND ATTENDANCE REPORTS, Office of Attendance Accounting, 1976-1996; Student Data Tape 551, 1976-1993; MEDS Data Tape, 1994-1996. Non-Credit only and ITV enrollments NOT included.
Note: Data delineating the two categories of less than 12 units are not available for the years before 1976.

TABLE 6.2
ENROLLMENT BY HOUR LOAD AND COLLEGE, FALL 1976 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number
Percent with Fewer than 6 Hours											
1976	25.8	31.3	28.5	52.1	31.2	30.4	25.8	32.6	35.9	30.3	37,290
1980	27.6	35.8	35.6	56.9	34.4	27.0	25.6	38.6	42.3	34.1	45,224
1985	25.8	34.5	31.7	56.6	30.9	33.3	20.6	39.0	37.2	32.2	29,597
1989	27.8	31.0	32.8	45.3	31.6	24.6	25.6	37.2	38.3	32.3	34,923
1990	29.4	30.7	33.6	41.8	31.6	22.4	25.9	35.6	35.1	31.6	35,004
1991	29.7	28.2	31.2	38.9	32.6	21.6	24.4	35.5	32.5	30.8	36,019
1992	29.1	30.3	29.6	36.0	31.0	25.7	21.8	35.2	29.6	30.0	34,510
1993	24.2	27.7	24.9	32.2	27.5	20.7	20.7	33.1	28.9	26.9	27,426
1994	24.6	27.1	23.7	31.6	27.6	21.1	21.0	32.3	28.7	26.7	26,813
1995	23.1	25.6	26.2	29.5	27.9	22.2	21.1	31.6	30.6	26.5	25,727
1996	23.9	27.0	26.0	32.6	28.9	25.1	21.0	32.4	30.4	27.4	26,636
Percent with 6 to 11.5 Hours											
1976	33.7	33.1	32.4	29.3	31.5	37.5	33.2	33.9	33.5	33.2	40,845
1980	34.0	32.4	30.4	31.2	30.1	38.2	33.0	32.3	33.1	32.4	42,983
1985	31.1	29.6	25.7	18.9	29.9	32.2	28.6	30.3	29.4	29.2	26,804
1989	36.3	34.3	31.7	24.6	31.5	29.4	31.9	35.4	35.6	33.2	35,925
1990	34.9	35.6	30.9	27.0	32.7	29.9	32.0	36.3	35.3	33.5	37,127
1991	35.2	36.6	30.7	31.9	32.3	33.5	32.8	36.3	37.9	34.4	40,189
1992	34.6	34.7	32.5	30.3	33.5	34.8	33.1	36.1	40.9	34.6	39,707
1993	35.7	36.0	32.9	34.0	33.0	32.3	32.0	36.5	39.1	34.7	35,384
1994	35.0	34.6	33.1	35.4	34.5	33.9	31.1	36.3	40.3	34.8	35,013
1995	34.6	35.8	33.1	35.4	34.0	34.6	33.2	36.9	39.8	35.2	34,235
1996	35.4	36.5	31.9	38.0	35.1	35.4	34.3	35.6	38.7	35.6	34,617
Percent Full-Time (12 or More Hours)											
1976	40.5	35.6	39.1	18.6	37.2	32.1	41.0	33.6	30.6	36.6	45,019
1980	38.4	31.9	33.9	11.9	35.5	34.7	41.4	29.1	24.6	33.4	44,268
1985	43.1	35.8	42.6	24.5	39.3	34.5	50.8	30.7	33.4	38.5	35,378
1989	35.9	34.6	35.5	30.2	36.8	46.0	42.5	27.3	26.1	34.5	37,380
1990	35.7	33.7	35.6	31.2	35.7	47.7	42.1	28.1	29.7	34.8	38,559
1991	35.1	35.2	38.1	29.2	35.1	44.9	42.8	28.2	29.6	34.8	40,732
1992	36.3	35.0	37.9	33.7	35.5	39.5	45.2	28.7	29.5	35.4	40,701
1993	40.1	36.3	42.1	33.8	39.6	47.0	47.3	30.4	32.0	38.3	39,047
1994	40.3	38.3	43.1	33.0	37.9	45.0	47.8	31.5	31.0	38.5	38,690
1995	42.3	38.6	40.7	35.2	38.1	43.2	45.7	31.4	29.7	38.3	37,250
1996	40.7	36.5	42.1	29.4	36.0	39.5	44.8	32.0	30.9	37.1	36,053
Total Credit Enrollment											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: Student Data Tape 551, 1976-94; MEDS Data Tape, 1994-96. Non-credit only and ITV students NOT included.

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ENROLLMENT BY CLASS LEVEL

Table 7 illustrates the distribution by units completed of LACCD students who have not yet earned a college degree; students with AA or higher degrees are tallied in Table 8 (Educational Attainment). The designations of "freshman" and "sophomore" are somewhat arbitrary, since any if not most students who complete thirty units may take longer than an academic year to do so. Also, the wide diversity of student ages, preparation and attendance patterns within District colleges renders these borrowed terms meaningless in terms of personal development and progress toward goals. The sophomore category should normally include those who have earned 60 or more units, as well as those in the 30-59.5 unit range, but the latter group has been separated for more detailed examination. Finally, the units accumulated are not distinguished between basic skills and degree applicable classes, so the numbers of students of "sophomore" status are somewhat overstated.

In Figure 7, a separate scale for sophomore and Over 60 enrollments is included on the left, so that the relationship between freshman and higher enrollment trends can be more easily seen; i.e., increases in higher categories follow freshmen increases by two or more years, and freshman fluctuations are proportionally greater.

The units recorded in this table include those earned at any of the Los Angeles District colleges. A student may move from college to college within the District, between semesters or after intervals of no attendance, but retains only one transcript, which accumulates records from all colleges. The student is counted for the college attended in Fall 1996.

FIGURE 7: DISTRICT UNDUPLICATED ENROLLMENT BY CLASS LEVEL
FALL 1972 - FALL 1996

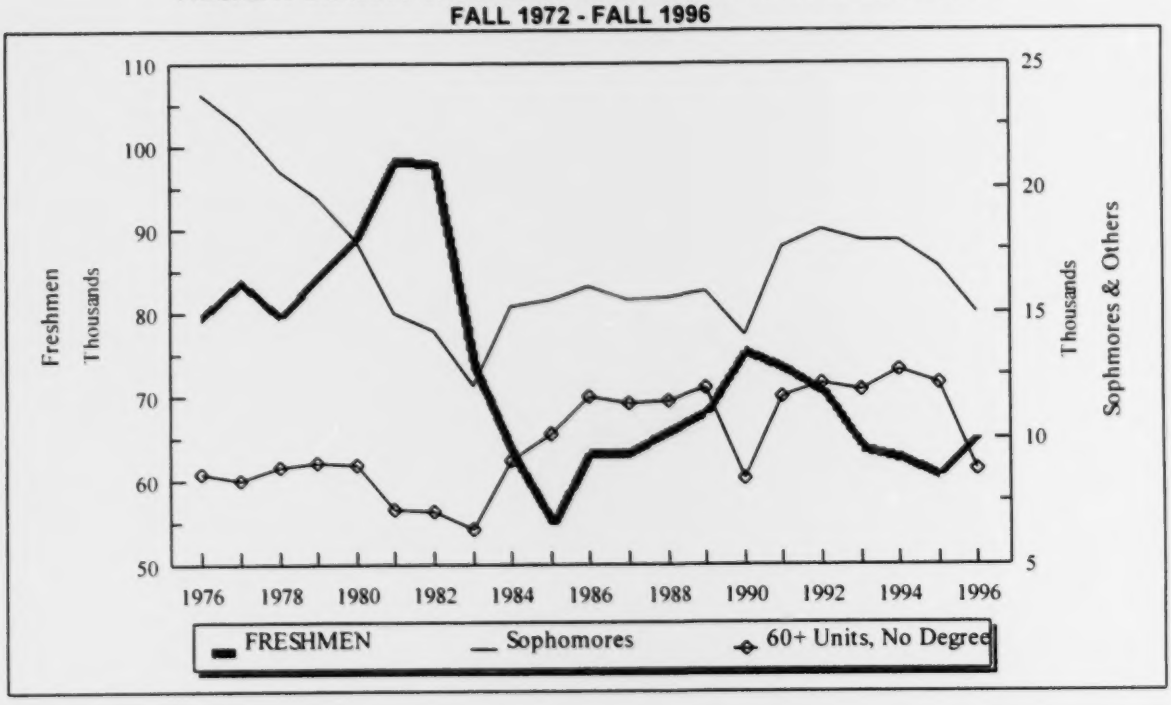


TABLE 7
ENROLLMENT BY CLASS LEVEL AND COLLEGE, FALL 1972 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number
Percent Freshmen (Fewer than 30 units)											
1976	69.1	61.7	59.6	80.0	63.4	68.4	71.3	59.5	62.3	64.6	79,604
1980	65.4	67.8	66.0	75.6	64.1	79.8	72.4	64.8	65.9	67.3	89,197
1985	55.8	60.1	61.6	66.3	59.2	64.0	64.9	58.3	56.0	59.8	54,873
1990	66.2	70.3	67.9	72.2	66.0	78.1	72.5	64.4	64.0	68.1	75,352
1991	59.6	63.1	61.6	68.7	61.2	69.8	69.1	60.1	60.2	62.8	73,495
1992	59.3	63.0	62.6	66.6	57.6	64.8	69.5	58.5	57.7	61.5	70,683
1993	58.2	60.9	65.5	66.1	63.9	64.7	68.0	60.0	61.6	62.6	63,775
1994	62.3	59.5	63.7	66.6	61.8	67.2	66.8	59.8	61.9	62.5	62,865
1995	59.7	63.7	62.8	64.9	62.1	62.7	65.6	61.5	61.8	62.6	60,810
1996	64.5	66.4	68.1	72.0	66.7	69.1	71.0	65.2	63.6	67.0	65,163
Percent Sophomores (30 to 59.5 units)											
1976	16.7	21.1	23.1	9.3	17.8	20.2	15.8	22.7	21.0	19.3	23,734
1980	14.6	14.9	15.2	8.7	15.6	11.3	13.1	14.3	10.4	13.9	17,878
1985	18.4	18.9	19.2	12.3	18.0	18.5	17.1	17.4	17.8	17.8	15,501
1990	12.3	13.1	12.4	10.0	14.4	10.5	11.7	14.3	11.8	12.8	14,134
1991	15.4	17.4	15.0	12.1	16.1	14.9	12.8	15.4	13.7	15.1	17,616
1992	16.0	16.9	15.5	14.0	18.0	17.0	12.8	16.2	16.0	16.0	18,359
1993	18.6	19.4	17.0	17.1	17.2	17.8	15.0	18.3	16.4	17.6	17,905
1994	17.1	19.2	18.0	18.0	18.8	15.9	16.1	18.9	16.1	17.8	17,891
1995	18.0	17.7	17.9	17.1	17.9	17.7	15.7	17.6	15.8	17.4	16,869
1996	16.4	17.4	14.7	14.2	14.7	15.4	14.3	15.2	15.1	15.4	15,013
Percent Other Undergraduates (60 and more units but no degree)											
1976	6.1	7.0	7.3	3.3	7.3	6.9	6.6	7.9	6.9	7.0	8,563
1980	8.6	5.1	5.9	4.0	8.0	4.2	8.2	7.5	5.4	7.0	8,955
1985	14.1	13.4	11.2	6.7	11.8	11.9	11.1	10.1	11.5	11.7	10,187
1990	8.8	7.8	6.7	5.5	7.7	6.7	7.2	8.2	7.2	7.6	8,407
1991	11.8	11.0	9.5	6.8	10.0	9.2	9.3	10.2	8.9	10.0	11,649
1992	12.2	11.7	9.6	7.5	11.3	11.5	9.4	10.2	9.8	10.6	12,159
1993	14.9	13.4	9.5	9.1	10.4	11.2	10.7	11.6	11.2	11.7	11,914
1994	14.0	15.5	10.7	9.3	11.8	12.1	11.4	13.2	12.0	12.7	12,731
1995	15.1	13.0	10.9	10.8	11.5	13.7	12.0	12.3	12.3	12.5	12,187
1996	11.2	10.2	7.6	6.5	7.9	10.1	8.4	8.8	8.6	9.0	8,765

Source: Census Class Enrollment Report CCAF130, 1972-1996, and MEDS Student Data Tape, 1994-1996.
Non-Credit only students and ITV students NOT included.

Note: Students who have earned Associate, Bachelor's or higher degrees are not included in this table. (See Table 8)

ENROLLMENT BY PRIOR EDUCATION

This table, a revised version of one formerly entitled "Educational Attainment", is included to indicate the highest educational attainment level of students at the time of their first enrollment in LACCD colleges. Slightly over 60% of LACCD students have graduated from a U.S. high school prior to entering college. When those who completed their secondary education abroad are included in this group, the proportion rises to just over 75%. Another 5% of the District's students have not graduated from secondary school but have completed some type of equivalency program. Between 8% and 9% of students have not completed secondary school or its equivalent in any form. (Some of those latter students may be concurrently enrolled in an adult school administered by a high school district.) Together, these non-graduates constitute 10% of total LACCD enrollment. These four groups constitute the "mainstream" of community college enrollment, in that the success of community college programs is best measured by determining the extent to which adult post-secondary students achieve their college-level educational goals.

Two other groups of students are outside the mainstream, in that their goals do not coincide with the principal "traditional" mission of community colleges. These include younger students concurrently enrolled in high school who are taking college courses, both to benefit from higher level instruction and to smooth their possible transition to college enrollment after graduation from high school. Only 2% of LACCD students are concurrently in high school. The other group is composed of older students who have already obtained an associate or higher degree; and make up the remaining 9% of LACCD enrollment. They may be attending college to update their job skills, or to build an entirely new vocational career. A relatively large proportion of BA-and-higher degree holders are taking general education courses for personal achievement. (See also *Los Angeles Community Colleges Student Characteristics*, Research and Planning, May 1997).

In the past, most LACCD students who already had college degrees had earned at least Bachelor's degrees. But the imposition in Spring 1993 of a $50 per-unit charge for BA holders reduced their percentage from not quite 8% in Fall 1992 to just over 3% in Fall 1993. In Spring 1996 the higher charge was replaced by the same $13 per unit charge that all other state residents pay, and BA degree holders increased their share to 4% of all District students in the following semester.

TABLE 8
ENROLLMENT BY PRIOR EDUCATION AND COLLEGE, FALL 1990 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number
Percent US High School Graduate											
1990	49.6	64.5	65.8	61.3	67.8	62.1	59.8	63.7	65.9	62.2	68,758
1991	46.0	62.5	63.8	58.5	65.1	59.8	59.2	61.0	63.4	59.8	69,837
1992	44.6	62.5	65.6	59.0	64.4	63.8	58.4	59.3	64.1	59.4	68,242
1993	46.5	65.4	69.4	60.5	66.5	62.5	60.9	62.3	67.1	61.7	62,821
1994	47.9	67.1	69.7	61.6	66.9	62.7	61.8	63.2	67.5	62.6	62,886
1995	48.2	69.3	70.3	63.6	66.6	65.7	59.8	63.5	69.2	63.3	61,499
1996	48.2	69.9	68.9	63.3	64.5	65.1	59.6	62.0	66.1	62.4	60,731
Percent Foreign High School Graduate											
1990	21.5	10.4	7.4	8.6	6.9	3.9	8.6	9.5	6.5	10.0	11,128
1991	24.6	12.3	7.5	8.3	8.2	4.8	9.4	11.1	7.9	11.4	13,361
1992	27.2	12.5	7.5	8.6	9.0	5.5	10.7	12.5	8.5	12.5	14,450
1993	30.3	12.5	7.7	10.5	10.7	6.2	11.1	14.8	9.4	14.0	14,281
1994	30.7	11.9	7.9	11.4	11.5	6.6	11.6	15.8	9.9	14.5	14,575
1995	30.6	10.9	7.1	11.1	11.4	5.4	11.7	15.7	9.2	14.0	13,651
1996	29.6	9.4	6.6	10.0	10.9	5.2	11.1	14.8	9.1	13.2	12,857
Percent High School Equivalency, Proficiency Certificate, etc.											
1990	4.9	4.2	4.8	5.2	5.5	5.6	6.5	5.8	4.4	5.2	5,810
1991	4.9	4.2	4.8	5.2	5.4	5.6	6.2	5.7	4.6	5.2	6,085
1992	4.9	4.4	4.9	5.0	4.8	5.5	6.1	5.5	4.5	5.1	5,804
1993	5.0	4.7	4.9	5.6	5.3	6.1	6.6	5.5	5.1	5.4	5,473
1994	5.0	4.7	5.5	6.0	5.0	6.5	6.5	5.2	5.1	5.4	5,378
1995	5.7	4.6	5.8	5.7	5.4	6.5	6.5	5.5	5.4	5.6	5,399
1996	5.5	4.9	5.6	5.5	5.4	6.6	6.7	4.9	5.2	5.5	5,325
Percent Concurrent High School Student											
1990	0.7	2.0	3.3	2.1	2.4	1.5	1.3	1.4	1.3	1.7	1,899
1991	1.1	2.1	3.2	2.7	2.6	1.6	0.9	1.5	1.7	1.9	2,190
1992	1.2	1.7	3.1	3.2	3.1	1.3	1.5	1.6	1.2	2.0	2,245
1993	0.8	1.2	3.4	2.7	2.6	0.9	0.9	1.5	1.3	1.6	1,635
1994	1.0	0.8	2.0	2.0	3.2	1.6	0.7	1.5	1.2	1.5	1,522
1995	0.5	0.4	2.5	1.2	2.4	1.9	1.5	1.1	0.8	1.3	1,241
1996	0.8	0.5	2.9	2.2	3.2	3.6	2.4	1.9	1.1	1.9	1,823
Percent Not High School Graduate											
1990	10.5	10.2	5.7	10.6	5.6	22.2	15.2	6.5	4.8	9.3	10,303
1991	10.2	10.4	6.9	12.9	6.0	22.0	15.4	6.4	5.2	9.6	11,289
1992	9.6	10.5	6.5	12.3	5.5	17.1	15.1	6.0	5.3	9.1	10,460
1993	9.2	9.9	6.5	13.0	6.3	18.0	14.2	5.9	6.4	9.2	9,372
1994	8.6	9.6	7.4	13.0	5.8	17.7	13.8	6.1	6.2	9.1	9,127
1995	7.9	9.1	6.0	11.2	5.7	14.6	13.8	5.5	5.3	8.3	8,077
1996	8.0	9.3	6.4	11.7	5.4	14.1	13.9	5.6	5.9	8.4	8,206

Continued on Next Page

TABLE 8 (Continued)

Percent AA Degree											
1990	4.1	4.1	3.9	4.1	3.5	2.3	4.1	4.2	4.6	4.0	4,384
1991	4.5	4.3	4.4	3.9	3.8	3.5	4.5	4.7	4.9	4.3	5,046
1992	4.0	4.4	4.2	4.1	3.8	4.0	4.3	4.7	5.4	4.3	4,940
1993	5.1	4.7	4.6	4.4	4.5	4.8	4.7	5.2	5.8	4.9	4,959
1994	4.0	4.2	4.3	3.7	3.9	3.9	4.4	4.5	6.0	4.3	4,338
1995	4.6	4.3	4.9	4.4	4.8	4.8	5.2	5.1	6.4	4.9	4,755
1996	3.7	3.7	4.4	3.5	3.9	3.9	4.3	4.3	5.2	4.1	3,976
Percent BA Degree or Higher											
1990	8.6	4.7	9.1	8.1	8.3	2.3	4.5	8.9	12.4	7.6	8,410
1991	8.8	4.1	9.4	8.5	8.9	2.6	4.4	9.6	12.3	7.8	9,132
1992	8.5	4.0	8.2	7.8	9.4	2.8	4.0	10.4	11.0	7.6	8,778
1993	3.2	1.6	3.4	3.3	4.1	1.5	1.6	4.9	5.0	3.2	3,305
1994	2.7	1.6	3.3	2.4	3.6	0.9	1.3	3.6	4.1	2.7	2,691
1995	2.6	1.4	3.4	2.8	3.7	1.1	1.5	3.6	3.7	2.7	2,591
1996	4.1	2.2	5.2	3.8	6.7	1.5	2.0	6.4	7.5	4.5	4,393
Total Credit Enrollment*											
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1991	16,810	14,731	9,613	7,272	19,201	6,557	13,709	19,279	9,768	100.0	116,940
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: Matriculation Evaluation Data System Reports, 1991 - 1996, Student Data Tape 551 (Fall 1990).
*Does NOT include students enrolled only in non-credit classes.

FIGURE 8.1: U.S. HIGH SCHOOL GRADUATES AND FOREIGN SECONDARY SCHOOL GRADUATES AS A PERCENT OF ALL ENROLLMENT, FALL 1990 - FALL 1996

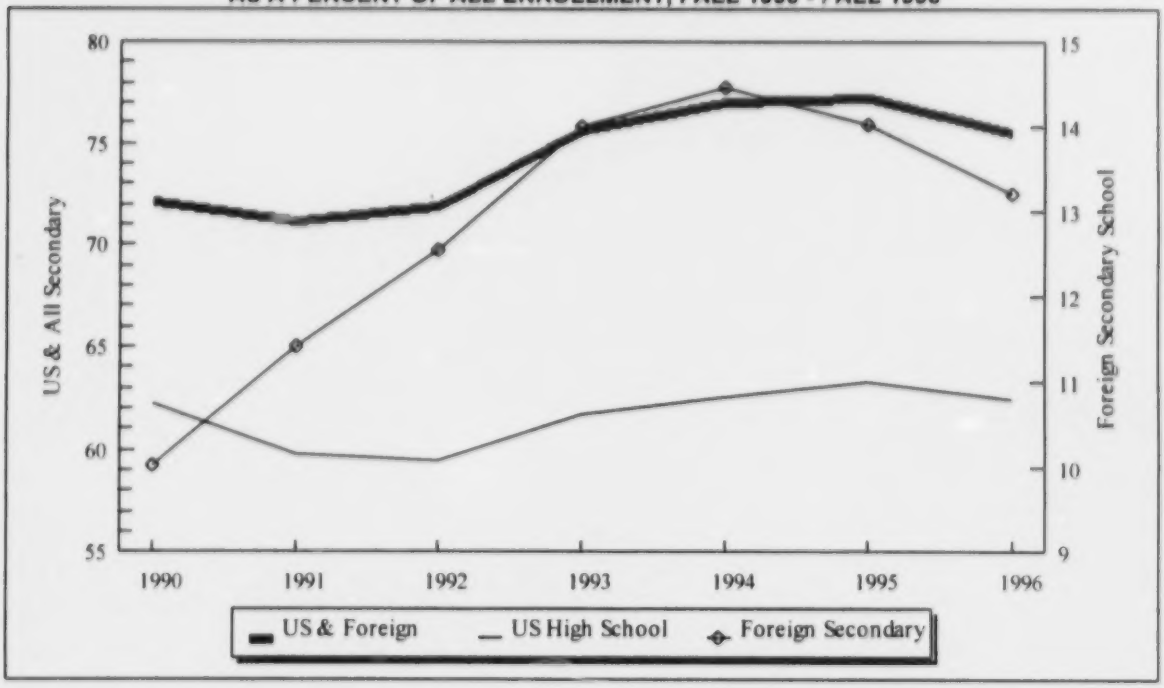


FIGURE 8.2: HIGH SCHOOL EQUIVALENCY HOLDERS AND ADULT NON-HIGH SCHOOL GRADUATES AS A PERCENT OF ALL ENROLLMENT, FALL 1990 - FALL 1996

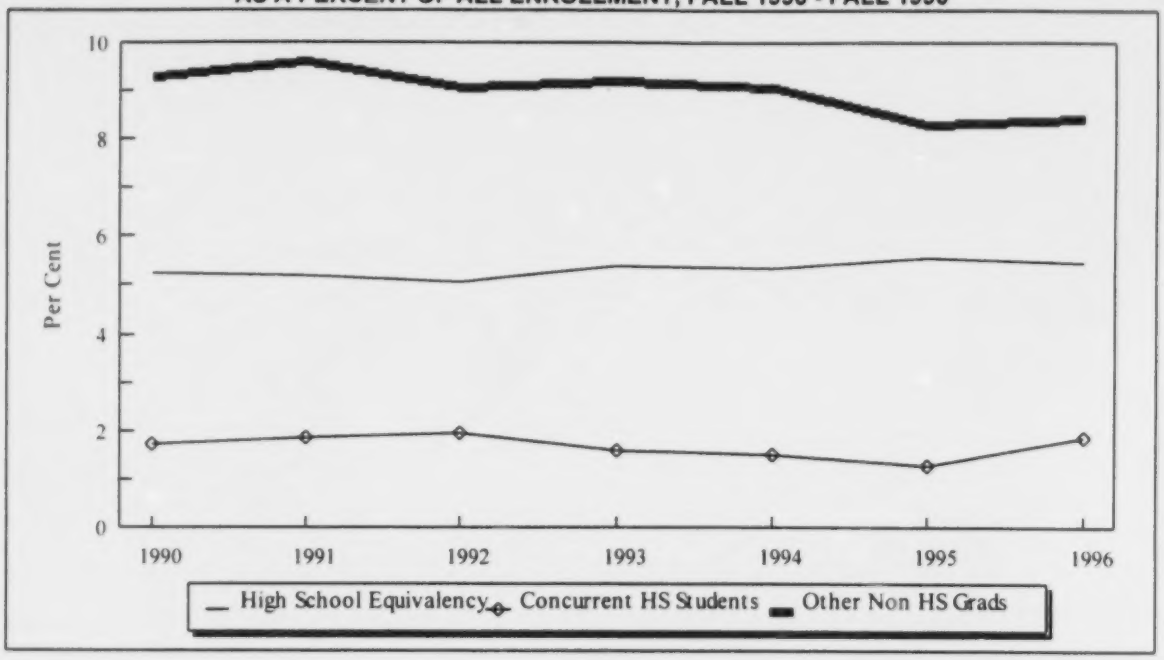
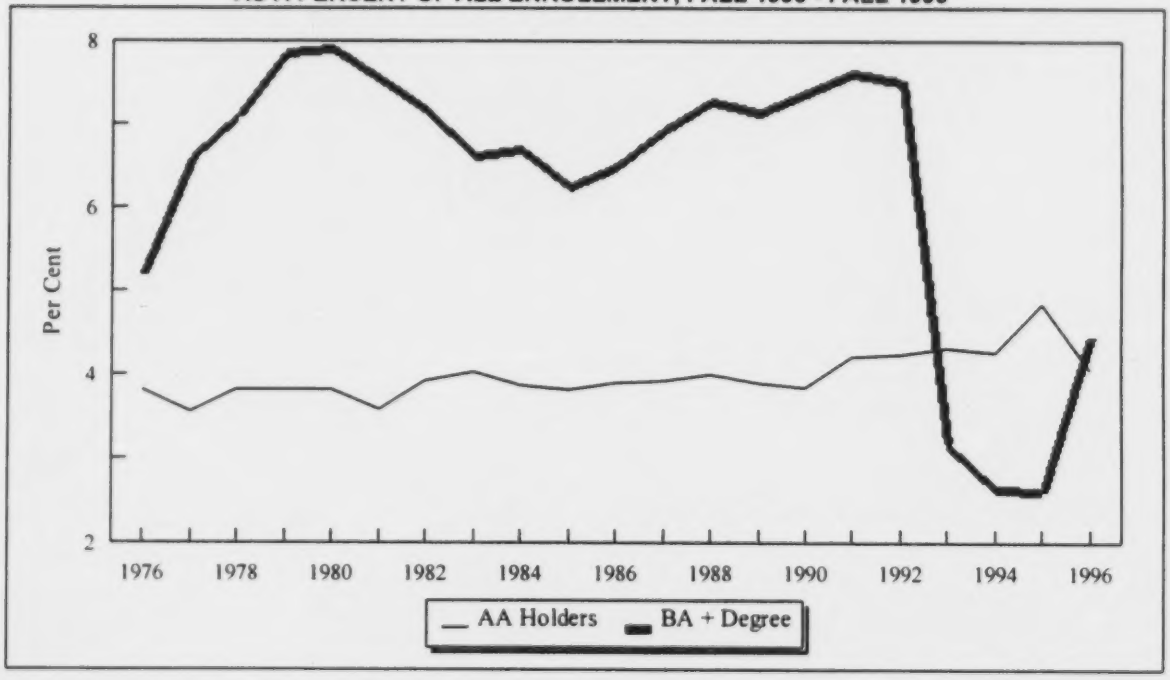


FIGURE 8.3: ASSOCIATED AND BACHELOR-OR-HIGHER DEGREE HOLDERS AS A PERCENT OF ALL ENROLLMENT, FALL 1990 - FALL 1996



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ENROLLMENT BY TIME OF DAY

As the District student population has aged, the percentage of evening students has risen in most years. This has occurred districtwide since 1976, although at an irregular rate, since cutbacks in hourly personnel have reduced the number of evening classes in some years. The popular Project for Accelerated College Education (PACE) program, with its evening and Saturday classes, has boosted evening enrollment wherever it is offered.

Students attending both during the day and the evening are a category not distinguished in the data before 1976. In recent years their percentage has gradually increased; now they are more than a fifth of District students. In Figure 9, a second scale for day-and-evening students has been added, to better show their increase relative to the other two categories.

FIGURE 9: DISTRICT UNDUPLICATED ENROLLMENT BY TIME OF DAY
FALL 1976 - FALL 1996

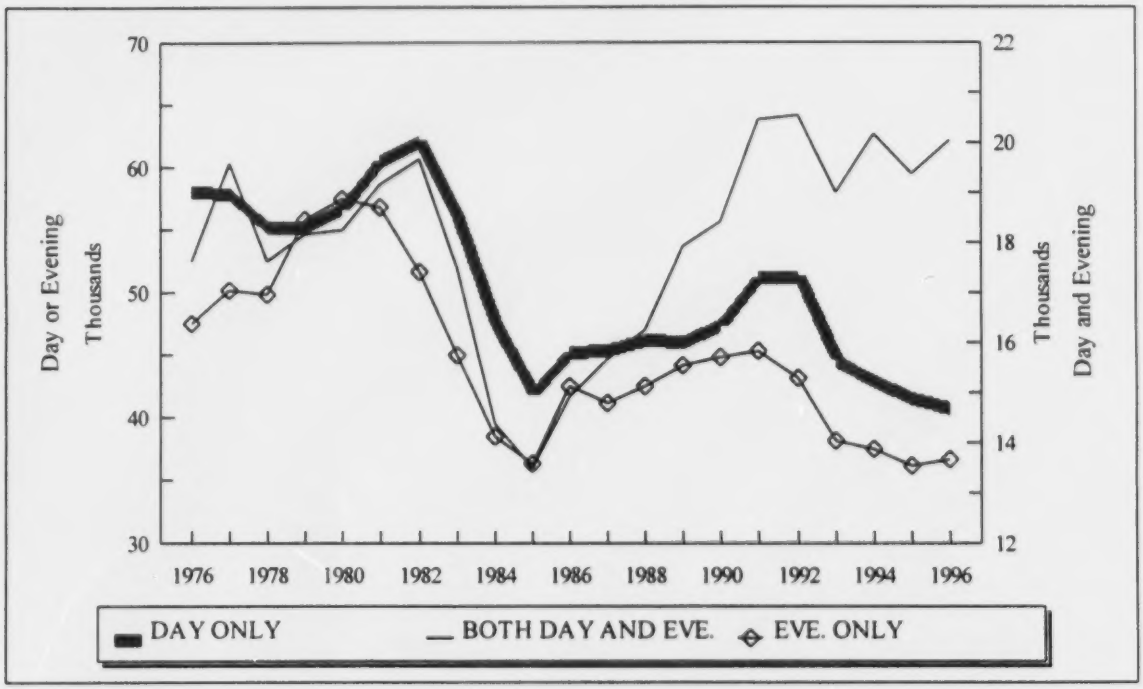

TABLE 9

ENROLLMENT BY TIME OF DAY AND COLLEGE, FALL 1976 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Percent Day Only											
1976	52.8	46.7	46.0	38.7	46.8	49.6	47.6	44.2	45.1	47.2	58,125
1980	48.4	37.8	44.4	32.9	44.5	43.9	45.8	39.4	39.7	42.8	56,722
1985	50.0	49.4	41.0	30.6	50.0	42.3	51.1	39.6	38.6	45.7	41,947
1989	49.9	37.8	43.1	30.3	46.3	42.5	48.6	39.1	36.6	42.7	46,161
1990	47.4	37.5	43.8	29.5	48.7	41.1	47.0	40.9	38.5	42.9	47,440
1993	49.9	37.0	47.6	28.1	41.8	44.9	55.7	44.2	37.2	43.9	44,712
1994	48.6	32.9	48.4	28.0	41.4	43.0	55.7	42.3	38.1	42.7	42,925
1995	48.2	34.3	45.7	29.1	41.1	45.3	56.2	42.9	37.8	42.9	41,687
1996	46.9	33.4	43.6	28.8	39.7	46.3	56.9	42.1	35.2	41.9	40,741
Percent Both Day & Evening											
1976	12.7	17.4	17.9	16.3	17.0	14.7	6.0	15.1	13.7	14.3	17,635
1980	13.0	16.4	16.9	15.8	15.7	11.5	8.0	14.7	11.5	13.8	18,242
1985	16.7	18.8	16.1	14.5	16.4	9.7	8.7	13.7	12.8	14.7	13,477
1989	20.0	19.1	17.8	17.7	19.1	11.7	8.3	14.9	16.7	16.5	17,887
1990	17.3	21.2	17.1	19.1	19.0	12.2	9.1	15.7	16.8	16.6	18,427
1993	18.6	22.8	19.5	23.0	22.8	11.4	10.9	18.2	16.7	18.7	19,000
1994	20.7	24.5	19.3	28.7	23.2	14.0	11.3	18.8	19.2	20.1	20,160
1995	22.1	22.9	19.6	24.6	23.6	12.9	12.5	19.2	18.3	19.9	19,383
1996	22.5	24.8	21.1	21.9	22.8	15.9	12.0	21.4	17.9	20.6	20,015
Percent Evening Only											
1976	34.5	35.9	36.1	45.0	36.2	35.7	46.4	40.7	41.3	38.5	47,394
1980	38.5	45.8	38.7	51.3	39.8	44.6	46.2	45.9	48.8	43.4	57,511
1985	33.3	31.8	42.9	54.9	33.6	48.0	40.1	46.7	48.6	39.6	36,355
1989	30.0	43.1	39.1	52.1	34.6	45.8	43.1	46.0	46.8	40.8	44,180
1990	35.2	41.3	39.1	51.4	32.3	46.7	43.9	43.4	44.7	40.5	44,823
1993	31.5	40.2	32.8	48.9	35.4	43.7	33.4	37.6	46.1	37.5	38,145
1994	30.7	42.5	32.2	43.3	35.4	43.0	33.0	38.9	42.7	37.2	37,432
1995	29.7	42.8	34.8	46.3	35.3	41.8	31.4	37.9	43.9	37.2	36,142
1996	30.6	41.8	35.3	49.2	37.5	37.8	31.1	36.6	46.9	37.6	36,550
Total Credit Enrollment*											
1976	19,727	16,571	10,908	2,390	22,185	6,050	16,435	21,405	7,483	100.0	123,154
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1976; Student Data Tape 551, 1978-1994; Matriculation Evaluation Data System Tape, 1994-1996. * Non-credit-only students and ITV students NOT included.

ENROLLMENT BY ENTERING STATUS

Among entering status categories, "First Time" indicates students entering college for the very first time, without transfering any units from another college; "New Transfer" students are transferring to the college for the first time from another college; "Returning" includes all students that have attended the college before but have "stopped out" for one or more consecutive semesters, whether or not they have attended another college in the interim; "Continuing" students have attended the college during the previous semester, without stopping out.

Due to computer coding problems, entering status data for Fall 1996 is not available.

FIGURE 10: DISTRICT UNDUPLICATED ENROLLMENT BY ENTERING STATUS FALL 1972 - FALL 1995

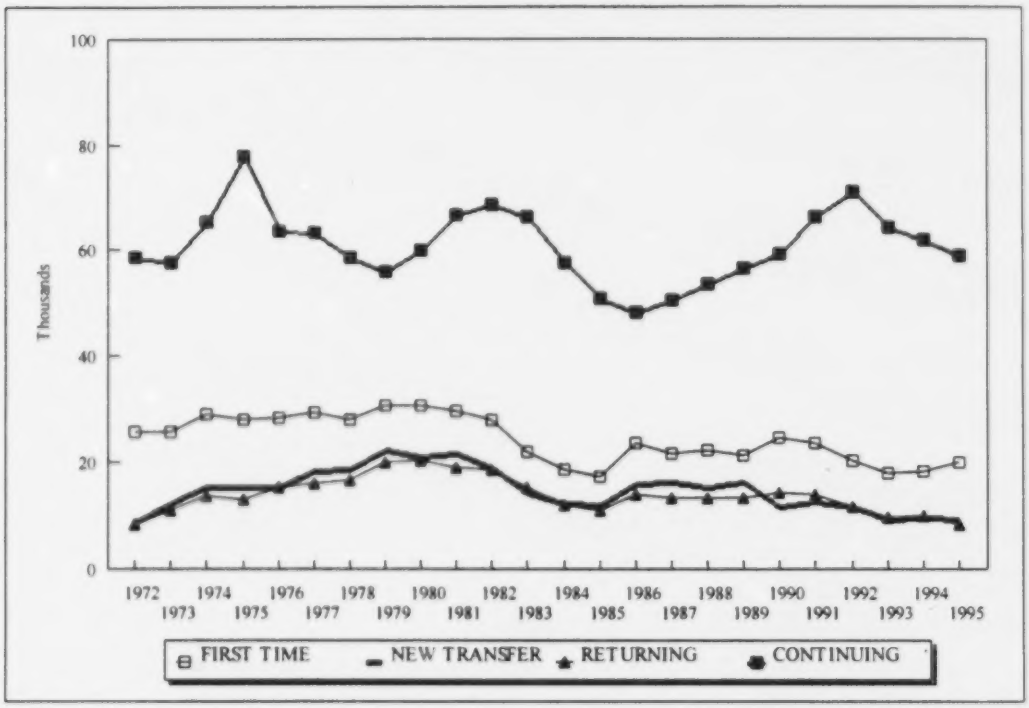

TABLE 10
ENTERING STATUS BY COLLEGE, FALL 1972 - FALL 1995

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent First-Time											
1972	33.7	17.8	27.4	---	27.7	17.6	25.5	19.6	26.1	25.3	25,637
1975	18.2	8.1	22.3	38.9	24.9	24.4	26.0	22.3	24.2	21.0	28,233
1980	21.2	21.8	23.2	27.4	23.9	27.4	29.4	21.4	19.9	23.3	30,924
1985	16.5	20.4	17.9	21.7	19.4	18.8	25.2	17.6	10.7	18.9	17,317
1990	22.0	23.3	20.5	25.4	20.3	31.2	28.3	17.5	21.3	22.4	24,796
1993	18.5	16.1	19.1	19.3	17.8	20.6	20.9	14.9	16.1	17.8	18,112
1994	19.0	16.4	18.5	20.5	18.0	23.2	20.8	16.2	16.7	18.3	18,442
1995	20.4	18.3	20.9	23.1	22.7	22.9	24.0	18.0	19.4	20.7	20,133
Percent New Transfer											
1972	3.5	4.9	9.5	---	8.8	12.3	12.3	8.9	22.3	8.7	8,785
1975	11.4	3.5	9.1	35.1	11.7	13.1	11.1	13.2	22.3	11.5	15,482
1980	16.8	10.6	14.7	22.5	14.0	18.1	16.3	13.8	27.7	15.9	21,120
1985	12.1	10.0	12.2	18.8	11.2	14.4	16.1	14.2	14.0	13.0	11,957
1990	8.5	7.2	12.8	11.6	11.2	7.7	7.4	15.1	14.6	10.7	11,828
1993	7.3	7.5	9.8	8.2	9.9	7.9	7.7	12.2	13.7	9.3	9,520
1994	6.8	8.1	10.4	8.7	10.8	9.6	7.6	11.9	14.1	9.6	9,655
1995	6.6	8.2	11.9	9.2	11.2	8.2	7.4	11.9	13.9	9.7	9,425
Percent Returning											
1972	3.0	9.9	11.6	---	9.2	5.4	8.8	10.6	6.0	8.2	8,300
1975	8.7	7.0	10.3	0.0	10.6	9.6	8.2	13.5	8.6	9.6	12,957
1980	12.1	27.2	23.3	13.3	13.5	10.1	6.6	16.9	13.5	15.4	20,416
1985	10.7	12.4	17.5	14.9	13.4	10.1	4.8	16.7	7.4	12.2	11,187
1990	11.4	11.0	15.8	12.8	11.0	14.2	11.2	15.8	18.6	13.2	14,586
1993	7.4	9.1	9.6	6.6	7.7	12.6	8.4	13.5	13.5	9.7	9,848
1994	7.3	9.0	11.0	7.6	8.7	13.0	8.5	13.5	14.0	10.0	10,086
1995	5.9	5.8	9.7	8.3	7.5	11.4	8.7	11.8	14.3	8.8	8,520
Percent Continuing											
1972	59.8	67.4	51.5	---	54.3	64.6	53.4	60.9	45.6	57.9	58,793
1975	61.7	81.4	58.3	26.1	52.8	53.0	54.7	51.0	44.9	57.9	77,800
1980	50.0	40.5	38.8	36.8	48.6	44.3	47.6	47.8	39.0	45.3	60,015
1985	60.8	57.2	52.3	44.6	56.0	56.7	53.9	51.5	68.0	55.9	51,317
1990	58.1	58.6	50.8	50.3	57.5	47.0	53.2	51.6	45.4	53.7	59,480
1993	66.8	67.4	61.4	65.9	64.6	58.9	62.9	59.4	56.8	63.2	64,377
1994	66.8	66.6	60.1	63.2	62.5	54.1	63.0	58.4	55.2	62.0	62,333
1995	67.1	67.7	57.5	59.4	58.6	57.5	59.9	58.4	52.4	60.8	59,134
Total Credit Enrollment*											
1972	19,622	14,094	9,213	---	16,743	4,087	15,345	17,457	4,954	100.0	101,515
1975	23,904	18,544	11,037	2,000	23,798	5,301	17,828	24,167	7,893	100.0	134,472
1980	20,174	16,671	11,762	3,233	23,072	6,996	16,457	22,470	11,640	100.0	132,475
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228
1990	16,236	14,707	8,908	5,767	18,522	6,059	12,880	17,934	9,677	100.0	110,690
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 through 1977; Student Data Tape 551, 1978-1993; Matriculation Evaluation Data System Tape, 1994-1995. Data for Fall 1996 is not available.

*Non-credit only students and ITV students NOT included.

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ENROLLMENT BY EDUCATIONAL GOAL

Of all the tables and figures in the Digest, this set should be read with the greatest care, since selection of an educational goal is difficult for many entering students. In past years, a significant portion of them were always unwilling or unable to mark a particular goal on the directory card, which until 1990 was the source of goal data. The old goals were listed in the schedule, each with a number that would be filled in the goal box on the directory card. Two of the eight goals listed were Undecided and a nebulous "Other". The limited list, and the cumbersome process of responding to it, resulted in a non-response rate of as high as 73% at some colleges. Thirty-nine percent of all District students filling out their directory cards in Fall 1989 responded to the goal question with "Other" or "Undecided", or simply did not answer the question.

The new list, introduced in Fall 1990, was developed in accordance with the needs of the statewide Management Information System (MIS) for California Community Colleges. It is printed directly on the new student application. There are twelve specific goals, plus one "Undecided", each with a response checkoff box. The response rate has been much higher than in previous years, but when the "Undecided" respondents are combined with the unknowns who left all boxes blank, the share of students without stated goals is still substantial, prorated at 26% of all District enrollment in Fall 1993. It should be noted that Table 12.2 represents a shifting base of students; in Fall 1990 only newly entering students were included, while in each succeeding year more have accumulated. Table 11.2 begins in Fall 1992, after five semesters of newly entering students had filled out the new goals questionnaire. By Fall 1996, almost all currently enrolled students had done so, and their reponses can be considered representative of the LACCD student body as a whole. But year-to-year trends will not be apparent for at least three more years. (For more detailed analysis of trends since Fall 1990, see *Into the Downward Spiral*, Office of Research and Planning, June 1993.)

It should also be remembered that these goals were stated only at the beginning of the students' enrollment in college, and do not represent shifts in goals that may occur later in their college career.

The Fall 1989 table is included to show past trends; its supplementary line chart shows trends only in stated goals. As in previous years, the percentages listed are of respondents, not including unknowns.

TABLE 11.1

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1983 - FALL 1989

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Percent Transfer											
1983	27.4	38.0	37.9	21.2	44.7	24.8	13.3	32.4	35.1	32.1	38,077
1985	39.1	37.7	38.1	23.3	47.0	26.1	13.9	27.4	35.3	33.7	30,907
1986	39.2	34.5	38.4	21.7	47.9	18.3	12.4	30.4	27.4	32.6	33,457
1987	40.8	39.0	43.2	17.5	49.1	15.7	11.4	27.2	31.6	33.3	34,022
1988	43.1	40.0	37.7	16.8	49.4	10.5	10.9	27.9	30.3	32.9	34,544
1989	42.5	43.9	36.8	11.8	48.1	12.3	10.7	32.0	33.2	33.7	36,463
Percent General Education Degree											
1983	4.4	9.4	8.5	6.9	8.3	8.9	9.0	7.4	7.1	7.7	9,135
1985	7.6	7.2	7.0	8.8	6.6	9.7	7.5	4.3	6.1	6.7	6,154
1986	5.3	6.8	7.2	7.0	6.0	6.4	6.4	4.3	5.0	5.8	5,977
1987	4.8	8.2	6.2	6.4	5.1	5.3	5.0	3.4	5.9	5.4	5,470
1988	4.6	9.4	5.7	6.4	4.6	4.0	6.7	3.4	5.8	5.5	5,780
1989	4.6	8.9	6.0	4.4	4.6	3.4	6.6	4.3	6.5	5.5	5,991
Percent Vocational Degree											
1983	5.5	6.7	9.9	4.0	8.3	6.4	13.3	5.4	7.9	7.7	9,080
1985	7.4	8.6	8.5	3.9	10.8	8.0	15.1	4.1	6.4	8.5	7,835
1986	6.8	7.7	6.3	3.9	11.7	5.3	14.7	3.7	5.1	7.8	8,013
1987	6.6	7.1	6.8	3.4	10.3	4.4	13.9	2.9	3.9	7.1	7,207
1988	7.3	6.8	5.9	3.4	10.8	3.5	12.9	3.4	3.2	7.0	7,359
1989	6.3	6.8	6.5	2.6	10.0	3.0	13.4	2.9	3.8	6.7	7,222
Percent Vocational Certificate											
1983	3.6	7.5	4.9	9.9	3.2	5.6	11.8	5.0	9.8	6.2	7,347
1985	5.5	6.7	3.3	9.6	4.6	4.8	10.9	3.5	8.5	6.0	5,502
1986	5.6	6.6	3.1	10.3	5.2	4.0	10.2	3.2	7.1	5.8	5,988
1987	5.6	6.3	2.8	8.9	4.0	3.2	8.6	2.8	6.3	5.1	5,225
1988	6.3	5.9	3.4	8.7	4.5	2.2	9.5	2.8	5.0	5.3	5,535
1989	6.7	6.1	3.3	5.4	4.0	1.7	9.4	3.2	6.1	5.2	5,663
Percent Job Skills											
1983	10.4	14.2	9.7	17.3	12.1	9.9	33.8	12.4	17.3	15.1	17,954
1985	10.5	10.8	8.1	13.0	9.7	10.1	33.6	5.9	12.4	12.6	11,559
1986	7.4	9.3	7.1	13.4	8.3	11.8	35.7	7.3	11.9	12.0	12,311
1987	6.4	6.6	6.2	15.1	7.3	6.3	36.7	5.4	12.1	10.9	11,116
1988	6.5	4.9	6.3	12.8	7.3	3.1	32.2	6.4	11.3	10.0	10,543
1989	5.3	4.9	4.7	4.7	6.1	6.6	33.2	8.6	11.4	9.7	10,504
Unknown/ Undecided											
1983	48.7	24.2	29.0	40.7	23.4	44.4	18.8	37.4	22.8	31.2	36,945
1985	29.9	29.1	35.1	41.4	21.2	41.4	19.0	54.8	31.3	32.5	29,822
1986	35.7	35.2	38.0	43.7	21.0	54.1	20.7	51.1	43.6	35.9	36,787
1987	35.8	32.9	34.9	48.8	24.2	65.1	24.4	58.4	40.2	38.3	39,169
1988	32.2	33.0	41.0	52.0	23.4	76.7	27.9	56.1	44.4	39.3	41,239
1989	34.6	29.4	42.7	71.0	27.2	73.1	26.6	48.9	38.9	39.2	42,385
Total Credit Enrollment*											
1983	17,568	15,779	9,977	3,855	21,260	6,246	14,848	20,084	8,921	100.0	118,538
1985	13,743	11,709	7,763	3,419	17,393	3,064	11,968	16,284	6,436	100.0	91,779
1986	14,858	12,279	8,548	4,926	18,513	4,252	12,414	18,190	8,553	100.0	102,533
1987	14,224	12,452	8,599	5,150	18,316	4,642	11,995	18,149	8,682	100.0	102,209
1988	14,973	12,983	8,773	4,878	18,415	5,358	12,693	17,924	9,003	100.0	105,000
1989	16,036	13,682	8,761	5,714	18,038	5,544	12,593	18,519	9,341	100.0	108,228

Source: Student Data Tape 551, 1983-1989.

*Does NOT include students enrolled only in non-credit classes, or ITV students.

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FIGURE 11: DISTRICT UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL

FALL 1983 - FALL 1989

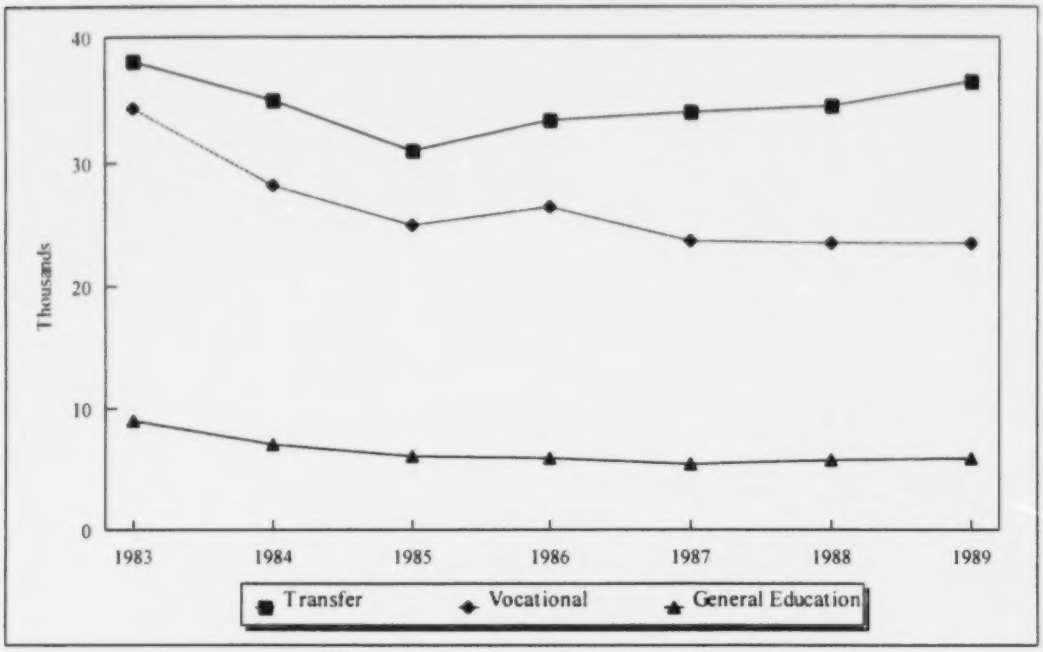

TABLE 11.2

ENROLLMENT BY EDUCATIONAL GOAL AND COLLEGE, FALL 1992 - FALL 1996

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Prepare New Career											
1992	14.5	11.8	10.6	15.7	11.1	17.8	25.0	14.4	17.4	15.0	17,234
1993	16.2	11.8	12.1	17.5	13.0	20.2	28.3	15.6	19.3	16.7	16,984
1994	16.5	12.3	13.2	18.9	13.3	20.2	28.6	16.0	19.2	17.1	17,177
1995	17.6	13.1	13.5	18.7	13.5	20.5	29.8	16.0	19.2	17.6	17,114
1996	19.4	14.6	15.2	19.2	14.4	23.4	30.4	17.2	20.6	18.9	18,427
Advance in Job/Career											
1992	5.3	5.1	3.7	7.5	5.1	6.9	11.4	6.8	7.4	6.5	7,443
1993	4.8	4.8	3.7	7.6	4.6	6.6	10.7	6.3	6.5	6.0	6,153
1994	4.7	5.2	4.2	8.3	4.6	6.4	11.1	6.3	7.6	6.3	6,323
1995	4.6	4.6	5.7	7.3	4.7	6.9	11.8	6.3	7.7	6.4	6,205
1996	5.4	5.3	5.9	8.9	5.7	6.6	12.3	6.6	8.4	7.1	6,880
Discover Career Goals											
1992	5.4	6.6	5.0	4.9	7.5	4.5	8.6	7.1	5.8	6.5	7,458
1993	5.4	6.2	6.0	5.9	8.4	3.6	7.3	7.3	6.0	6.6	6,674
1994	5.9	6.1	6.0	6.3	9.1	3.6	6.6	7.6	6.0	6.7	6,699
1995	4.6	4.6	5.7	7.3	4.7	6.9	11.8	6.3	7.7	6.4	6,205
1996	5.4	5.3	5.9	8.9	5.7	6.6	12.3	6.6	8.4	7.1	6,880
Maintain License											
1992	1.4	2.3	2.1	1.5	1.4	3.4	3.4	1.8	1.7	2.0	2,311
1993	1.5	2.4	2.6	1.5	1.7	4.5	4.3	1.9	1.9	2.4	2,404
1994	1.5	2.2	2.4	1.4	1.7	4.2	4.3	2.0	1.8	2.3	2,321
1995	1.5	2.2	2.6	1.5	1.6	4.1	4.2	1.7	1.9	2.2	2,185
1996	1.4	2.2	2.8	1.5	1.5	4.2	3.8	1.7	2.0	2.2	2,118
Voc. Degree w/o Transfer											
1992	2.7	2.5	1.3	1.7	1.2	2.4	4.3	1.5	2.1	2.2	2,502
1993	2.6	2.1	1.4	1.5	1.4	2.2	4.4	1.5	1.7	2.1	2,171
1994	2.3	2.0	1.3	1.7	1.3	2.1	4.0	1.4	1.3	2.0	1,974
1995	2.1	1.8	1.3	1.8	1.1	1.9	4.2	1.3	1.5	1.9	1,849
1996	1.9	1.7	1.4	1.3	1.1	2.2	3.9	1.3	1.4	1.8	1,763
Voc. Certif. w/o Transfer											
1992	2.1	2.0	1.7	1.4	1.5	1.5	3.6	1.4	1.4	1.9	2,176
1993	1.7	1.6	1.3	1.5	1.1	1.8	3.5	1.3	1.3	1.7	1,721
1994	1.7	1.3	1.2	1.7	0.7	2.0	3.1	1.3	1.0	1.5	1,511
1995	1.5	1.1	1.0	1.3	0.7	1.4	2.8	1.1	1.0	1.3	1,277
1996	1.3	1.1	0.8	1.5	0.6	1.7	2.6	1.0	0.9	1.2	1,207
Subtot. Vocational											
1992	31.3	30.3	24.4	32.7	27.8	36.5	56.3	33.1	35.8	34.0	39,123
1993	32.2	28.9	27.0	35.6	30.3	38.9	58.4	34.0	36.6	35.4	36,107
1994	32.6	29.1	28.3	38.3	30.7	38.5	57.8	34.5	36.9	35.8	36,005
1995	33.6	29.7	30.4	36.8	30.8	39.1	58.7	34.0	37.3	36.3	35,251
1996	35.8	32.3	33.5	38.2	32.6	42.6	59.3	36.1	39.6	38.4	37,391

Continued on Next Page

TABLE 11.2 (Continued)

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Transfer with Degree											
1992	19.8	24.4	18.0	13.9	22.6	16.6	11.0	18.1	19.7	18.8	21,621
1993	19.3	22.6	20.0	16.0	24.7	16.4	11.8	19.2	21.0	19.5	19,830
1994	18.1	21.1	19.8	17.2	25.2	17.5	12.4	19.0	21.5	19.3	19,446
1995	17.6	21.2	20.4	19.2	25.7	18.4	11.3	18.9	21.5	19.4	18,884
1996	17.4	21.7	21.4	20.0	25.5	19.4	11.4	18.3	21.3	19.5	18,982
Transfer w/o Degree											
1992	6.2	6.8	5.1	4.4	10.6	3.8	1.9	8.9	8.2	6.7	7,741
1993	6.4	6.4	5.4	4.3	10.0	3.5	2.0	9.1	8.8	6.7	6,787
1994	6.1	6.0	5.7	4.4	10.4	3.8	2.0	8.9	8.8	6.6	6,640
1995	6.3	5.8	5.6	4.9	10.5	4.5	2.1	8.5	8.7	6.6	6,444
1996	5.7	5.9	5.9	5.2	10.4	4.0	2.0	8.3	9.0	6.5	6,349
Subtotal Transfer											
1992	26.0	31.2	23.2	18.2	33.2	20.4	12.9	27.0	27.9	25.6	29,362
1993	25.7	29.0	25.4	20.2	34.7	19.9	13.7	28.3	29.8	26.1	26,617
1994	24.2	27.1	25.5	21.6	35.6	21.3	14.4	27.9	30.3	26.0	26,087
1995	24.0	27.0	26.0	24.0	36.2	23.0	13.4	27.3	30.3	26.1	25,328
1996	23.1	27.6	27.3	25.2	35.9	23.4	13.4	26.7	30.2	26.0	25,331
Assoc. Degree w/o Transfer											
1992	3.7	4.7	4.2	3.4	3.4	5.7	5.1	3.9	4.2	4.1	4,768
1993	4.1	4.7	4.5	3.7	4.0	6.6	5.5	4.4	4.5	4.6	4,670
1994	4.3	4.3	4.5	3.6	4.1	7.1	5.7	4.0	4.3	4.5	4,540
1995	4.3	4.5	4.8	3.9	3.9	7.1	5.8	4.0	4.6	4.6	4,461
1996	4.6	4.5	4.5	4.1	3.5	6.4	5.5	4.0	4.6	4.5	4,372
Personal Enrichment											
1992	5.2	3.5	3.7	5.7	6.0	2.1	2.2	8.0	5.2	5.0	5,709
1993	4.2	2.6	3.3	3.7	4.7	1.7	1.6	6.2	3.5	3.8	3,839
1994	4.5	2.8	3.1	3.4	4.8	2.0	1.7	6.0	3.9	3.8	3,855
1995	4.4	2.4	3.4	3.4	5.1	1.9	1.7	6.4	3.9	3.8	3,741
1996	4.9	2.8	5.0	4.0	6.6	2.5	2.0	7.5	5.2	4.7	4,574
Subtotal General Education											
1992	9.0	8.3	7.9	9.1	9.5	7.8	7.3	11.8	9.4	9.1	10,477
1993	8.4	7.3	7.8	7.5	8.7	8.3	7.2	10.6	8.0	8.4	8,509
1994	8.8	7.2	7.7	7.0	8.9	9.0	7.4	10.0	8.2	8.4	8,395
1995	8.7	6.9	8.2	7.3	9.0	9.1	7.5	10.3	8.4	8.4	8,202
1996	9.4	7.3	9.4	8.1	10.1	8.9	7.5	11.5	9.8	9.2	8,947
Improve Basic Skills											
1992	9.0	3.6	1.2	3.9	1.3	2.5	2.8	2.8	2.1	3.4	3,960
1993	9.4	3.5	1.1	5.0	1.7	2.7	2.3	2.9	2.1	3.6	3,702
1994	10.4	3.1	1.2	4.2	2.0	2.3	2.2	3.1	2.0	3.7	3,739
1995	10.4	3.1	1.2	4.0	2.1	2.1	2.0	3.0	1.8	3.6	3,542
1996	10.4	3.1	1.5	4.3	2.0	2.4	2.3	3.0	2.2	3.7	3,639
Complete HS Diploma											
1992	1.8	1.3	0.7	1.9	1.2	1.5	1.7	1.0	1.1	1.3	1,547
1993	1.8	1.1	2.2	2.3	1.5	2.4	1.6	1.1	1.4	1.6	1,599
1994	1.9	1.2	1.4	2.3	1.6	2.9	1.9	1.2	1.4	1.6	1,651
1995	1.9	1.2	2.2	1.9	1.5	2.5	3.0	1.2	1.1	1.7	1,699
1996	2.0	1.6	2.8	2.4	1.4	3.3	2.9	1.6	1.6	2.0	1,959
Subtotal Transitional											
1992	10.8	4.9	1.9	5.7	2.5	4.0	4.5	3.8	3.2	4.8	5,507
1993	11.2	4.6	3.3	7.4	3.2	5.1	3.9	4.0	3.5	5.2	5,301
1994	12.3	4.3	2.6	6.5	3.6	5.1	4.1	4.3	3.4	5.4	5,390
1995	12.3	4.3	3.4	5.9	3.6	4.6	5.0	4.3	2.9	5.4	5,241
1996	12.4	4.7	4.3	6.6	3.5	5.7	5.2	4.6	3.8	5.8	5,598

Continued on Next Page

TABLE 11.2 (Continued)

GOAL	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Undecided											
1992	12.1	15.3	13.2	15.5	13.3	16.2	10.9	13.7	11.4	13.3	15,312
1993	11.9	16.7	11.9	14.3	14.2	13.6	10.1	13.4	11.0	13.1	13,367
1994	12.0	16.8	12.5	12.6	14.8	12.1	10.3	14.2	10.1	13.2	13,281
1995	12.7	20.2	13.3	13.1	14.4	11.0	9.7	14.6	10.5	13.9	13,484
1996	13.6	19.7	14.7	14.4	14.6	10.9	10.2	15.9	9.6	14.3	13,939
Unknown											
1992	10.9	10.1	29.5	18.8	13.9	15.1	8.2	10.5	12.3	13.2	15,152
1993	10.7	13.5	24.5	15.0	8.9	14.2	6.7	9.9	11.0	11.7	11,955
1994	10.2	15.5	23.4	14.0	6.5	14.0	6.0	9.1	11.0	11.3	11,358
1995	8.7	12.0	18.7	13.0	6.0	13.2	5.8	9.5	10.6	10.0	9,706
1996	5.7	8.5	10.8	7.5	3.3	8.5	4.4	5.2	7.0	6.3	6,099
TOTAL CREDIT ENROLLMENT*											
1992	16,877	15,494	9,218	7,423	18,584	5,707	13,888	18,874	8,852	100.0	114,917
1993	15,270	14,531	8,040	6,097	15,695	5,352	12,617	16,638	7,617	100.0	101,857
1994	15,217	15,198	7,837	5,826	14,618	5,589	12,282	16,233	7,716	100.0	100,516
1995	14,346	15,291	7,603	5,502	14,192	4,909	12,192	15,450	7,727	100.0	97,212
1996	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: Student Data Tape 551, 1992-1994; MEDS Data Tape, 1994-96.

*Does NOT include students enrolled only in non-credit classes, or ITV students.

FALL AND SPRING STUDENT AND ENROLLMENT CHARACTERISTICS

These summary tables and figures are included to furnish student characteristics data for all categories at a glance, for quick and easy review. They include 1996 spring semester data, which is not given as detailed coverage and analysis as the fall figures. This year entering status data is not included in either semester, because accurate data for this variable is not available in all categories.

TABLE 12.1

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, FALL 1996

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Age											
Under 25	38.2	53.8	51.3	46.9	54.7	36.2	41.3	49.8	37.1	46.7	45,382
25 - 34	31.2	29.6	26.1	25.0	25.1	35.0	32.2	27.5	34.1	29.2	28,454
Over 34	30.6	16.5	22.6	28.1	20.2	28.8	26.6	22.7	28.8	24.1	23,470
Ethnicity											
Asian	20.5	16.9	17.4	6.9	21.1	1.0	11.7	16.2	9.2	15.2	14,859
Black	13.8	1.8	15.0	6.0	5.2	77.8	30.1	7.6	55.7	17.9	17,333
Hispanic	41.7	77.8	38.7	65.4	19.2	20.1	49.8	33.1	18.5	42.3	40,999
White	22.5	2.7	27.5	20.0	50.8	0.7	7.3	39.9	14.0	22.6	22,186
Language											
English	38.5	53.3	77.5	63.0	70.4	82.5	57.8	61.5	80.8	61.6	59,919
Spanish	29.5	32.0	12.9	30.8	8.0	15.7	30.9	16.1	9.1	21.3	20,720
Other	32.0	14.7	9.6	6.3	21.6	1.8	11.2	22.4	10.1	17.1	16,667
Gender											
Female	55.4	59.5	60.6	65.1	54.2	72.3	48.3	57.9	64.5	57.9	56,372
Male	44.6	40.5	39.4	34.9	45.8	27.7	51.7	42.1	35.5	42.1	40,934
Class Level											
Freshman	64.9	66.6	68.4	72.2	66.8	69.2	71.2	65.5	64.0	67.2	65,386
Sophomore	27.8	27.7	22.4	20.7	22.7	25.6	22.7	24.1	23.9	24.5	23,862
AA or Higher	7.3	5.7	9.3	7.0	10.4	5.2	6.1	10.4	12.2	8.3	8,058
Unit Load											
Under 6	28.8	34.1	34.1	38.9	36.6	32.1	36.4	38.6	37.8	35.2	34,251
6-11 units	37.2	39.3	37.3	38.6	35.6	41.6	35.2	36.5	37.8	37.3	36,267
12 or more	34.0	26.6	28.6	22.5	27.9	26.4	28.4	24.9	24.4	27.5	26,789
Hour Load											
Under 6	23.9	27.0	26.0	32.6	28.9	25.1	21.0	32.4	30.4	27.4	26,636
6-11 hours	35.4	36.5	31.9	38.0	35.1	35.4	34.3	35.6	38.7	35.6	34,617
12 or more	40.7	36.5	42.1	29.4	36.0	39.5	44.8	32.0	30.9	37.1	36,053
Time of Day											
Day	46.9	33.4	43.6	28.8	39.7	46.3	56.9	42.1	35.2	41.9	40,741
Day/Evening	22.5	24.8	21.1	21.9	22.8	15.9	12.0	21.4	17.9	20.6	20,015
Evening	30.6	41.8	35.3	49.2	37.5	37.8	31.1	36.6	46.9	37.6	36,550
Enrollment*	14,085	15,278	7,429	6,151	13,984	4,707	12,330	15,504	7,838	100.0	97,306

Source: Matriculation Evaluation Data System (MEDS).

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 or more units but no degree.

*Does NOT include students enrolled only in non-credit classes.

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TABLE 12.2

STUDENT ENROLLMENT CHARACTERISTICS BY COLLEGE, SPRING 1996

(Percentages)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number*
Age											
Under 25	37.9	53.8	49.7	44.4	55.2	35.5	40.0	48.4	35.8	45.8	43,347
25 - 34	32.1	29.9	27.7	26.2	25.0	35.5	32.8	28.3	34.5	29.9	28,262
Over 34	30.1	16.2	22.6	29.4	19.7	29.0	27.1	23.2	29.8	24.3	22,970
Ethnicity											
Asian	20.5	17.4	17.5	6.3	19.8	1.3	12.3	15.8	8.7	15.1	14,301
Black	14.0	1.5	14.7	6.1	4.7	77.0	30.5	6.7	53.6	17.5	16,561
Hispanic	38.8	75.2	34.5	62.8	16.9	19.5	45.9	29.3	16.1	39.1	36,934
White	22.0	2.8	27.5	20.4	49.6	0.8	7.9	39.9	14.8	22.7	21,460
Language											
English	37.8	48.9	74.2	60.3	68.3	79.7	57.8	60.4	79.5	59.6	56,346
Spanish	26.5	30.3	11.7	28.7	7.0	15.2	27.7	14.2	7.7	19.5	18,402
Other	35.7	20.8	14.1	11.0	24.7	5.1	14.5	25.4	12.8	21.0	19,831
Gender											
Female	54.2	58.2	60.7	63.4	53.2	72.0	47.8	57.0	64.4	57.1	54,004
Male	45.8	41.8	39.3	36.6	46.8	28.0	52.2	43.0	35.6	42.9	40,574
Class Level											
Freshman	61.6	65.4	62.7	68.9	62.9	66.4	68.4	61.6	61.7	64.1	60,625
Sophomore	31.7	29.9	28.4	24.5	27.3	29.4	26.2	28.0	27.0	28.3	26,766
AA or Higher	6.7	4.7	8.9	6.6	9.8	4.2	5.4	10.4	11.3	7.6	7,188
Unit Load											
Under 6	28.7	33.4	35.8	38.9	35.7	31.5	37.1	40.2	39.1	35.4	33,526
6-11 units	37.1	38.7	37.3	38.2	35.7	43.6	35.8	35.2	38.2	37.2	35,179
12 or more	34.3	28.0	27.0	22.8	28.5	24.8	27.1	24.6	22.7	27.4	25,874
Hour Load											
Under 6	23.6	26.4	26.6	33.6	28.7	23.2	21.4	33.3	31.2	27.5	25,975
6-11 hours	35.8	37.5	32.9	35.4	35.3	35.4	33.9	35.5	39.6	35.7	33,797
12 or more	40.6	36.1	40.5	31.0	36.0	41.4	44.6	31.3	29.2	36.8	34,807
Time of Day											
Day	46.6	32.7	42.4	24.6	38.3	44.0	53.3	40.8	35.4	40.4	38,255
Day/Evening	23.0	25.2	23.7	23.9	25.0	16.3	13.0	20.8	19.1	21.5	20,324
Evening	30.4	42.1	33.8	51.5	36.7	39.7	33.8	38.3	45.5	38.1	36,000
Enrollment*	13,995	14,789	7,147	5,841	13,588	4,841	11,899	15,061	7,418	100.0	94,579

Source: Matriculation Evaluation Data System (MEDS).

Note: Enrollment percentages from "Other" ethnic groups are not shown here. Sophomore includes all students with 30 or more units but no degree.

*Does NOT include students enrolled only in non-credit classes.

Instructional Programs

- Between 1975 and 1985, Weekly Student Contact Hours (WSCH) underwent a 40% decline. After a partial recovery (24% by 1991), it has again declined over the past five years.

  NOTE: All Fall 1996 WSCH presented in this report must be considered preliminary.

- Evening WSCH as a percentage of total WSCH grew during the 1980s, and has changed little in recent years. In Fall 1996 both its amount and percentage increased slightly. Currently, it is more than a third (36%) of District WSCH.

- Summer WSCH and Enrollment have vacillated in recent years; both remain at less than half of their highest points in 1975. Since 1992, Valley has had by far the largest program, as measured by both WSCH and enrollment. At most colleges, demand continues to outstrip capacity.

- After declining earlier in the decade, both PACE and ESL WSCH increased in Fall 1996. Even Noncredit ESL grew in both WSCH and enrollment, in spite of the demise of the Amnesty program.

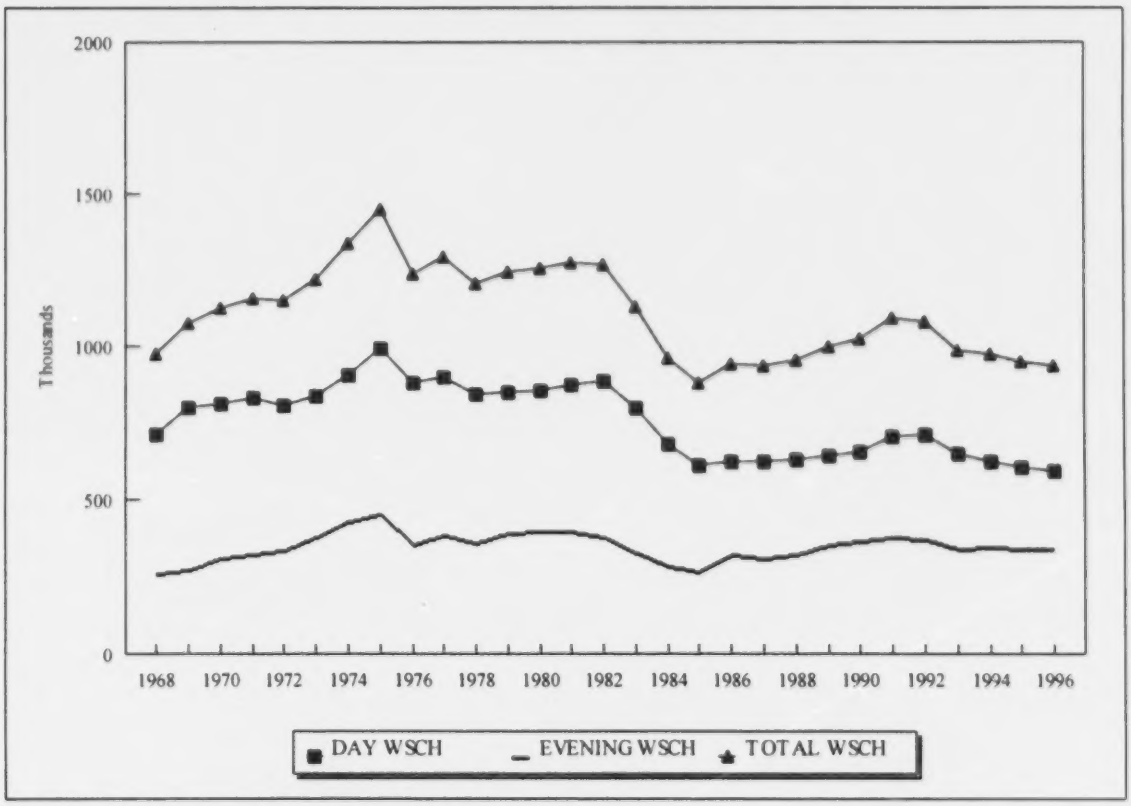
WSCH BY DAY AND EVENING PROGRAMS

Weekly Student Contact Hours (WSCH) is a central measure of course and faculty productivity, and the basis for calculating FTES. The figures cited here include estimated values for positive attendance and Daily Student Contact Hours (DSCH) classes; they are not the same numbers used to calculate FTES for state reimbursement. The WSCH is for credit classes only.

District WSCH was at its peak in Fall 1975, when it rose to almost 1,500,000. Enrollment peaked in Fall 1981, at a level 2% above that of 1975. But WSCH in 1981 was 9% below the 1975 level. This discrepancy was brought about by changes in student characteristics. In 1975, 26% of District students were under 20 years, and 36% were carrying full-unit loads. The WSCH per enrollment that year was 10.8, a level that was not approached in the 1980s. By 1981, only 21% of students were under 20, the percentage of full loads had dropped to 25%, and WSCH per enrollment was down to 9.28. This increase in older students attending part-time has continued up to the present. It is also reflected in the shift from day to evening WSCH throughout the 1980s. But for the past two years the percentage of evening WSCH has dropped back slightly from its high point in 1990. It appears to be stabilizing around one-third of all WSCH districtwide.

The amount of WSCH overall declined along with enrollment to a low point in the mid 1980s. It rose steadily up to 1991, but not to its 1980 level; it has declined steadily since, and is now at its lowest level since 1985. But the decline in WSCH has not been as great proportionally as that of headcount enrollment.

FIGURE 12: DISTRICT DAY AND EVENING WSCH, FALL 1968 - FALL 1996



NOTE: Fall 1996 WSCH amounts must be considered preliminary

TABLE 13

WEEKLY STUDENT CONTACT HOURS BY DAY AND EVENING PROGRAMS

FALL 1968 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	District Number
Percent Day WSCH											
1968	74.9	72.4	76.2	—	74.7	75.2	68.5	72.6	—	73.1	714,321
1970	77.2	62.1	78.0	—	76.0	68.5	66.8	74.3	73.7	72.4	814,919
1975	70.5	67.8	69.7	53.8	71.6	64.5	66.2	68.5	65.7	68.6	994,197
1980	70.4	63.6	69.7	53.3	71.0	62.2	72.6	66.5	63.9	68.2	858,877
1985	71.2	71.4	63.9	39.7	73.9	60.6	76.1	64.2	63.6	69.3	610,027
1990	66.8	58.6	66.0	41.1	70.7	54.5	71.3	63.9	56.0	63.8	654,851
1991	67.5	60.4	67.2	47.2	70.8	58.0	73.7	64.1	55.4	64.9	709,601
1992	68.4	60.8	65.0	52.1	71.2	58.8	74.4	64.7	55.9	65.6	711,778
1993	68.8	59.8	69.0	47.1	65.8	57.1	77.1	67.1	55.8	65.5	647,955
1994	67.6	55.6	69.1	48.2	65.4	57.2	76.9	65.8	55.5	64.3	627,882
1995	67.7	55.1	67.0	46.2	65.4	57.7	77.1	65.9	54.5	63.9	606,797
1996	66.9	55.7	65.8	44.8	64.0	58.9	77.3	65.6	53.0	63.4	597,123
Percent Evening WSCH											
1968	25.1	27.6	23.8	—	25.3	24.8	31.5	27.4	—	26.9	262,443
1970	22.8	37.9	22.0	—	24.0	31.5	33.2	25.7	26.3	27.6	309,891
1975	29.5	32.2	30.3	46.2	28.4	35.5	33.8	31.5	34.3	31.4	455,359
1980	29.6	36.4	30.3	46.7	29.0	37.8	27.4	33.5	36.1	31.8	400,894
1985	28.8	28.6	36.1	60.3	26.1	39.4	23.9	35.8	36.4	30.7	270,242
1990	33.2	41.4	34.0	58.9	29.3	45.5	28.7	36.1	44.0	36.2	371,859
1991	32.5	39.6	32.8	52.8	29.2	42.0	26.3	35.9	44.6	35.1	383,630
1992	31.6	39.2	35.0	47.9	28.8	41.2	25.6	35.3	44.1	34.4	373,643
1993	31.2	40.2	31.0	52.9	34.2	42.9	22.9	32.9	44.2	34.5	341,918
1994	32.4	44.4	30.9	51.8	34.6	42.8	23.1	34.2	44.5	35.7	348,039
1995	32.3	44.9	33.0	53.8	34.6	42.3	22.9	34.1	45.5	36.1	342,482
1996	33.1	44.3	34.2	55.2	36.0	41.1	22.7	34.4	47.0	36.6	344,206
Total WSCH											
1968	209,267	132,029	95,972	—	160,837	27,067	167,022	184,570	—	100.0	976,764
1970	216,509	145,240	108,573	—	184,821	35,638	190,294	196,731	47,004	100.0	1,124,810
1975	260,510	189,478	130,446	15,597	251,491	59,473	229,699	235,838	77,024	100.0	1,449,556
1980	204,548	153,478	109,189	20,004	216,785	66,878	201,467	192,608	94,814	100.0	1,259,771
1985	140,665	110,902	74,039	21,545	162,968	28,275	150,394	135,953	55,528	100.0	880,269
1990	152,997	136,241	84,349	44,345	170,175	59,062	143,160	152,765	83,616	100.0	1,026,710
1991	158,733	140,563	96,594	57,181	174,896	63,641	153,077	164,535	84,011	100.0	1,093,231
1992	161,008	146,384	89,521	62,056	172,324	52,930	160,388	162,440	78,370	100.0	1,085,421
1993	149,476	138,173	81,454	51,185	151,018	52,410	150,714	145,510	69,933	100.0	989,873
1994	148,629	146,697	80,500	49,180	139,168	54,268	145,372	143,890	68,217	100.0	975,921
1995	143,640	150,071	76,001	48,241	136,336	47,569	142,113	137,760	67,548	100.0	949,279
1996	139,671	147,760	75,697	51,132	131,791	44,852	143,350	138,354	68,722	100.0	941,329

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1968-1978 and Computer Report CCAF130, 1983-1996.
Enrollments do not include ITV or non-credit classes.

NOTE: Fall 1996 WSCH numbers must be considered preliminary.

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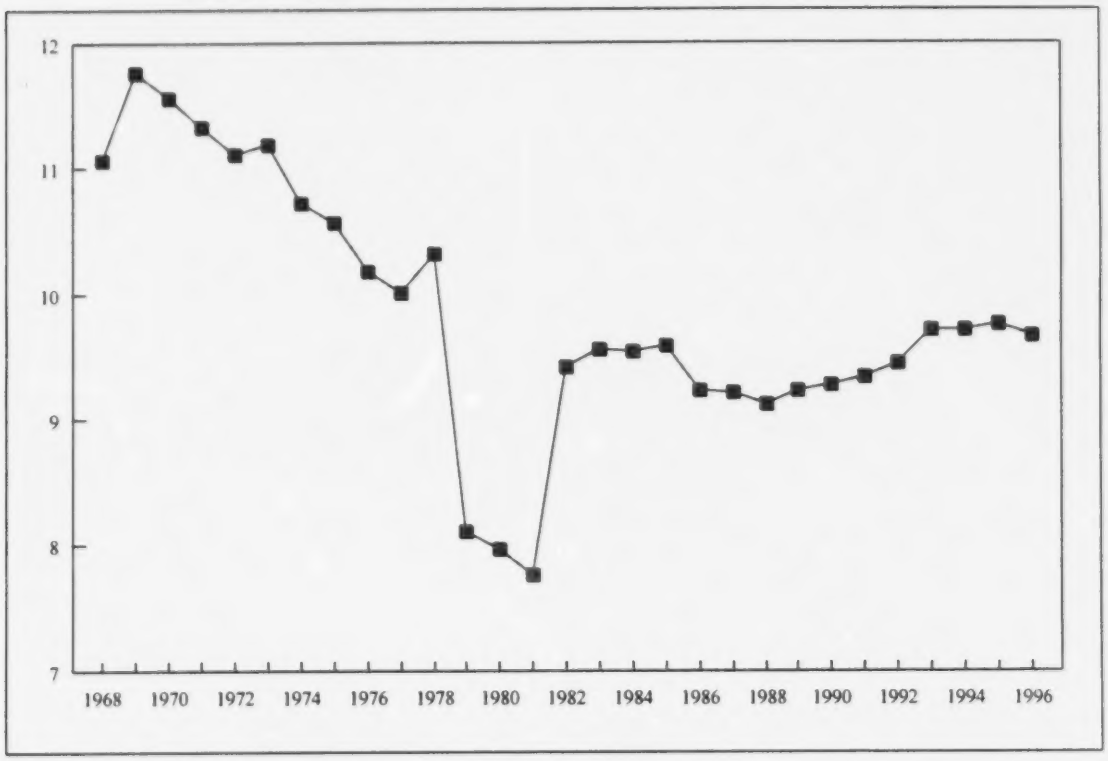
WSCH PER STUDENT

This measure of "average" student invovment in college instructional programs was highest overall in the late 60s and early 70s. It dropped significantly in 1979, probably as a result of program cutbacks immediately after the passage of Proposition 13. The rate rose again with enrollment and WSCH in the early 80s, then declined slightly following enrollment trends. In the 90s, the rate increased as fewer students took more classes, and part-time BA degree holders were, until Spring 1996, discouraged from enrolling by higher per-unit fees.

Non-credit WSCH is not included in the calculations.

FIGURE 14: DISTRICT WSCH PER STUDENT, FALL 1968 - FALL 1996



NOTE: The Fall 1996 WSCH amount should be considered preliminary.

TABLE 14
WEEKLY STUDENT CONTACT HOURS PER STUDENT
FALL 1968 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1968	11.16	10.12	12.81	–	11.38	10.67	11.74	10.23	–	11.07
1969	12.40	10.18	12.85	–	11.69	11.61	13.18	10.64	11.59	11.76
1970	11.98	10.67	12.91	–	11.55	12.12	12.33	10.65	11.09	11.57
1971	11.92	10.75	12.52	–	11.62	11.32	12.94	9.97	11.38	11.33
1972	10.97	10.76	11.89	–	11.69	10.42	13.59	10.03	10.33	11.11
1973	11.31	10.98	11.30	–	11.17	10.73	13.50	10.37	10.53	11.19
1974	10.27	10.75	11.45	–	10.72	11.38	12.70	10.09	9.42	10.73
1975	10.90	10.22	11.82	7.80	10.57	11.22	12.88	9.76	9.76	10.58
1976	10.47	9.92	10.08	6.90	9.74	9.17	12.57	9.27	8.80	9.83
1977	10.59	9.85	9.88	6.76	9.62	10.49	13.13	9.16	8.41	9.99
1978	10.53	10.19	9.85	6.86	9.36	10.17	11.89	8.92	8.28	9.69
1979	10.51	9.89	9.50	6.34	9.28	9.47	12.09	8.62	8.17	8.11
1980	10.14	9.21	9.28	6.19	9.40	9.56	12.24	8.57	8.15	7.97
1981	10.12	9.28	9.04	5.80	9.21	9.42	11.66	8.22	7.77	7.77
1982	10.00	9.26	9.72	6.29	9.19	9.32	12.05	8.43	8.18	9.42
1983	10.05	9.83	9.61	6.10	9.23	9.15	12.15	8.46	8.72	9.55
1984	10.24	9.51	9.51	5.90	9.23	9.14	12.68	8.29	8.56	9.54
1985	10.24	9.47	9.54	6.30	9.37	9.23	12.57	8.35	8.63	9.59
1986	9.74	9.20	9.33	7.14	9.19	8.34	12.03	8.26	8.09	9.24
1987	9.84	9.13	9.49	6.66	9.32	8.47	11.91	8.38	7.71	9.21
1988	9.35	9.18	9.04	6.84	9.36	8.55	11.47	8.41	7.98	9.13
1989	9.60	9.37	9.21	7.45	9.30	9.60	11.20	8.40	8.21	9.24
1990	9.42	9.26	9.47	7.69	9.19	9.75	11.11	8.52	8.64	9.28
1991	9.44	9.54	10.05	7.86	9.11	9.71	11.17	8.53	8.60	9.35
1992	9.54	9.45	9.71	8.36	9.27	9.27	11.55	8.61	8.85	9.45
1993	9.79	9.51	10.13	8.40	9.62	9.79	11.95	8.75	9.18	9.72
1994	9.77	9.65	10.27	8.44	9.52	9.71	11.84	8.86	8.84	9.71
1995	10.00	9.81	10.00	8.77	9.61	9.71	11.66	8.92	8.74	9.76
1996	9.92	9.67	10.19	8.31	9.42	9.53	11.63	8.92	8.77	9.67

Source: ENROLLMENT AND ATTENDANCE REPORTS, 1974 - 1978, and Board of Trustees Informative Reports, Attendance Accounting, 1978 - 1997.

NOTE: Figures based on Fall 1996 WSCH must be considered preliminary.

SUMMER SESSION WSCH AND ENROLLMENT

Because the summer session is only six weeks long, most of its classes require three times more weekly time than is needed during the fall and spring semesters. Summer session WSCH is consequently greater, but its literal display can be misleading in comparing summer productivity to other semesters. The figures listed in Table 15 and its graphs have been adjusted to display the equivalent of regular semester WSCH. The raw numbers are divided by three, since the six-week summer session is a third the length of an eighteen-week semester, and most classes meet nine hours a week instead of three.

Although summer session WSCH and enrollment have increased substantially in recent years, they stand at little more than half their 1975 level. There has been sharp growth in some years, but uncertainty of funding has prevented any sustained recovery. In 1978, following passage of Proposition 13, no summer session was offered at all. In general, fluctuations in the size of enrollment and WSCH represent differences in the number of classes offered.

WSCH and enrollment are for credit classes only. Data for Summer 1996 are not available.

FIGURE 14: DISTRICTWIDE SUMMER SESSION WSCH AND ENROLLMENT, 1975 - 1995

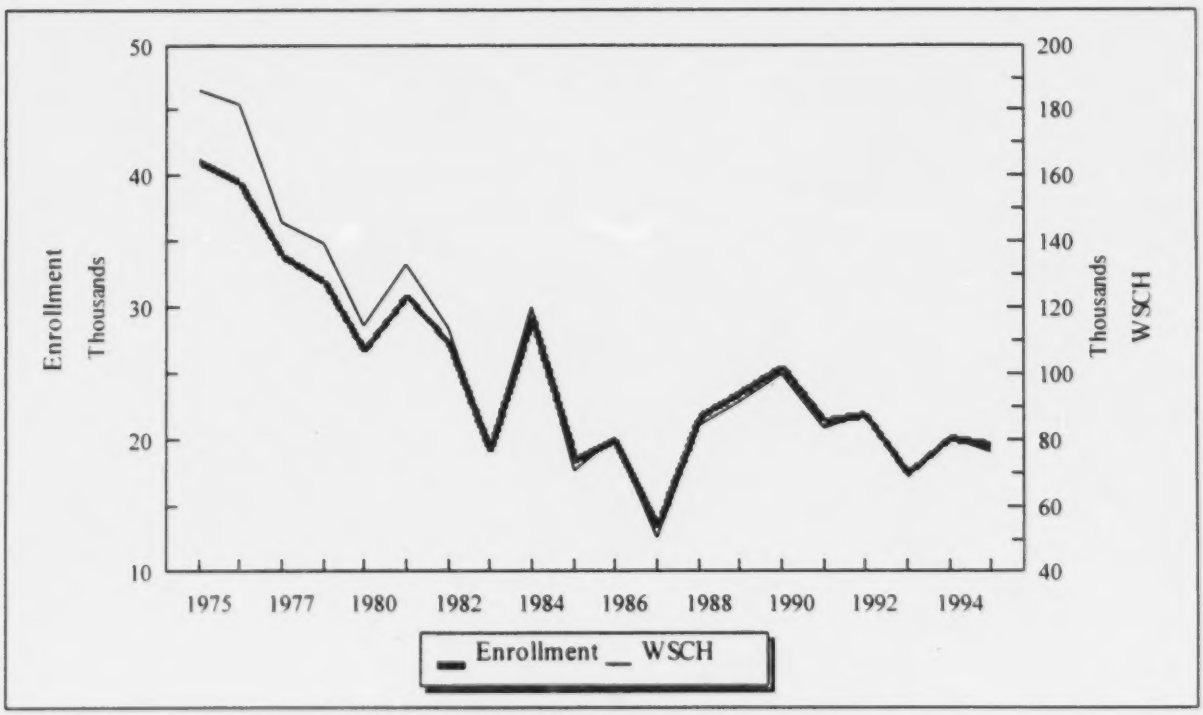


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TABLE 15
SUMMER SESSION WSCH AND ENROLLMENT, 1975 - 1995

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
WSCH (Semester Equivalents)										
1975	30,919	29,605	17,412	1,985	25,221	10,214	32,240	29,838	8,615	186,049
1976	33,412	30,271	16,226	2,495	23,416	9,725	28,878	28,060	9,042	181,525
1977	23,283	17,815	14,649	2,378	23,377	6,058	23,640	26,186	8,328	145,714
1979	20,744	18,357	15,489	2,603	21,499	9,046	18,887	23,359	9,548	139,532
1980	16,313	17,350	12,612	2,559	17,274	7,393	14,004	16,563	10,250	114,318
1981	24,274	22,482	14,261	3,293	18,885	7,762	14,981	17,388	9,949	133,275
1982	19,339	17,740	13,001	3,810	16,004	5,891	13,223	14,542	10,119	113,669
1983	12,648	16,356	8,222	2,061	8,182	4,782	8,851	9,020	6,452	76,574
1984	21,744	18,070	12,123	2,805	16,650	7,581	16,058	15,241	9,572	119,844
1985	10,876	9,988	8,696	1,555	11,445	3,019	9,381	10,203	5,179	70,342
1986	13,340	10,695	8,595	1,738	14,288	3,724	10,761	11,410	5,961	80,512
1987	8,169	6,284	5,131	2,989	7,713	2,989	6,850	7,555	2,975	50,654
1988	15,309	10,962	8,566	2,484	15,077	4,855	7,655	13,433	5,720	84,061
1989	17,054	12,413	9,015	2,603	17,244	3,938	7,430	14,974	6,853	91,524
1990	17,339	12,108	9,159	2,939	18,201	5,641	8,800	17,771	7,975	99,932
1991	9,195	10,343	7,450	641	15,904	6,633	9,269	15,692	8,475	83,602
1992	17,677	9,670	154	4,900	15,090	5,317	9,202	17,005	8,388	87,402
1993	5,718	10,801	5,471	4,161	5,455	6,097	8,102	15,702	7,799	69,306
1994	8,222	10,522	8,846	2,933	12,720	6,656	7,243	15,960	7,533	80,634
1995	7,289	10,536	8,111	3,422	10,314	4,880	8,172	13,758	9,638	76,120
Unduplicated Enrollment										
1975	6,847	6,164	3,756	498	5,961	1,864	6,557	7,300	2,208	41,155
1976	7,039	6,428	3,325	618	5,626	1,975	5,444	6,718	2,277	39,450
1977	5,200	4,351	3,131	654	5,689	1,388	5,135	6,278	2,159	33,985
1979	4,744	4,313	3,444	677	5,243	1,991	3,420	5,758	2,328	31,918
1980	3,854	3,927	2,950	717	4,549	1,673	2,389	4,184	2,450	26,693
1981	5,527	5,160	3,088	894	4,930	1,753	2,744	4,442	2,356	30,894
1982	4,563	4,320	3,100	930	4,258	1,373	2,465	3,771	2,556	27,336
1983	3,392	3,334	2,151	574	2,441	1,241	2,003	2,372	1,760	19,268
1984	5,348	4,448	3,042	757	4,267	1,876	3,269	3,851	2,448	29,306
1985	3,338	2,579	2,159	430	3,062	773	2,022	2,690	1,418	18,471
1986	3,361	2,755	2,112	528	3,438	958	2,286	3,053	1,521	20,012
1987	2,102	1,614	1,311	862	2,218	778	1,666	2,026	827	13,404
1988	3,940	2,847	2,123	892	3,993	1,133	1,824	3,456	1,618	21,826
1989	4,287	3,174	2,297	811	4,511	983	1,772	3,837	1,819	23,491
1990	4,284	3,088	2,422	849	4,755	1,347	1,993	4,494	2,206	25,438
1991	2,401	2,595	1,908	178	4,194	1,738	2,179	4,066	2,209	21,468
1992	4,430	2,439	25	1,416	3,867	1,471	2,092	4,364	1,883	21,987
1993	1,624	2,689	1,258	1,154	1,496	1,484	1,880	4,066	1,853	17,504
1994	2,144	2,633	2,115	889	3,356	1,637	1,665	4,114	1,652	20,205
1995	1,939	2,605	2,043	1,008	2,824	1,217	2,039	3,621	2,392	19,688

Source: Course Activity Measures Tape, Data Processing Branch, Business Services Division, 1975 - 1988; Board of Trustees Informatives, compiled by Attendance Accounting, 1989 - 1995.

Note: Converted to semester equivalent to allow for the six-week length of the summer session, and consequent greater WSCH. No summer session was offered in 1978.

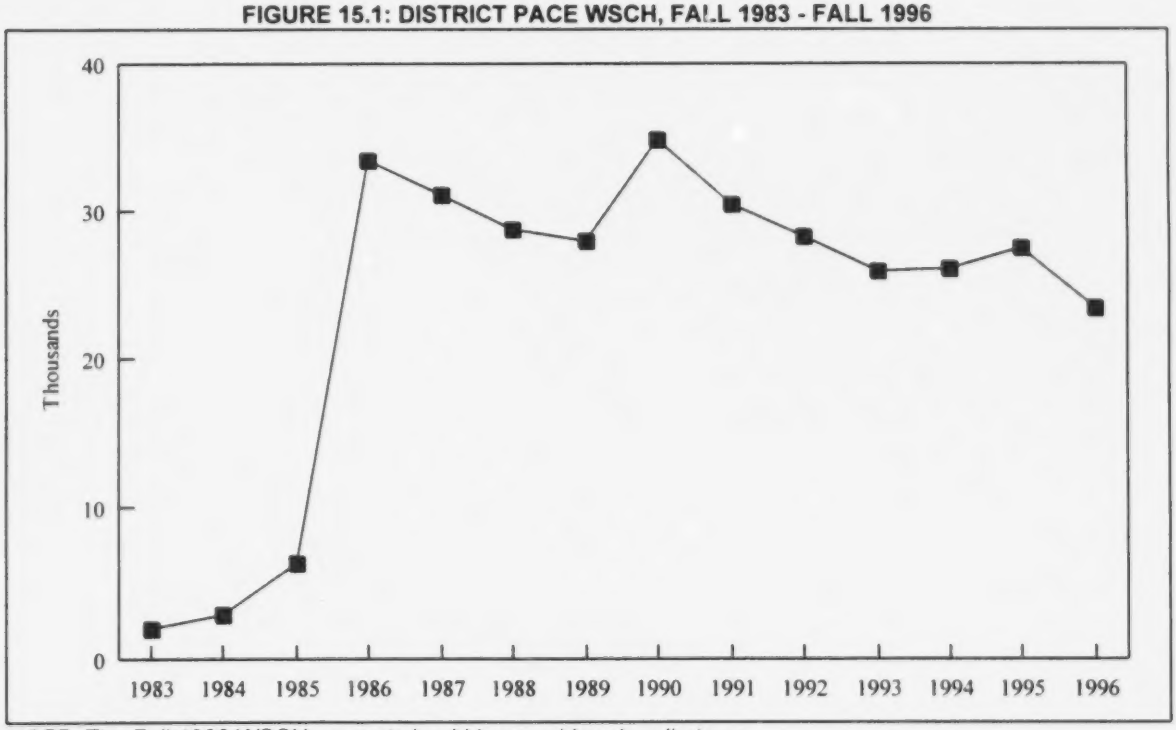
PACE WSCH

The Project for Accelerated (formerly Adult) College Education (PACE) was developed by faculty of the Michigan community colleges to better enable adults working full-time to earn a college degree in the shortest possible time. The Program calls for students to earn 60 units of general education credit in five semesters of 12 units each, attending evening classes and weekend conferences, and viewing instructional television tapes two hours a week. The transfer courses offered fulfill lower-level general education requirements. The four courses given each semester are selected to make up a theme, such as Culture and Identity or Changing Life on Earth, and are team-taught.

Since its inception at Harbor in 1983, the PACE program has attracted many new students, and has provided dramatic enrollment and WSCH increases in the transfer disciplines included in its curricula. After tripling its enrollment at Harbor within two years, PACE began at East, Mission, Pierce, Southwest and West in Fall 1986. Trade-Tech joined the program in Fall 1989.

The largest semester WSCH at any college was at Mission in Fall 1987. Mission's program has had the largest fall semester enrollment for the last six years. Among disciplines, Humanities has benefited most consistently from PACE; it has been included every semester at most colleges. English and History respectively are the next most offered subjects. The biggest districtwide semester WSCH of any discipline was in mathematics, in Fall 1987. PACE WSCH peaked in Fall 1990.

FIGURE 15.1: DISTRICT PACE WSCH, FALL 1983 - FALL 1996



NOTE: The Fall 1996 WSCH amount should be considered preliminary.

TABLE 16.1
PACE PROGRAM WSCH BY COLLEGE AND DISCIPLINE, FALL 1983 - FALL 1996

Year and Discipline	East	Harbor	Mission	Pierce	South-west	Trade-Tech	West	District
Fall 1983		1,926						1,926
Fall 1984		2,919						2,919
Fall 1985		6,258	2,997					9,255
Fall 1986	3,147	7,005	10,061					20,213
Fall 1987	4,215	6,232	8,790	4,907	3,211		3,675	31,030
Fall 1988	4,164	5,502	6,780	4,289	3,123	0	4,818	28,676
Fall 1989	3,603	5,172	6,396	4,143	2,688	2,079	3,837	27,918
Fall 1990	5,249	5,181	7,743	5,397	3,525	2,985	4,757	34,837
Fall 1991	4,401	5,982	6,378	5,040	1,899	2,838	3,978	30,516
Fall 1992	3,606	4,724	5,880	5,169	2,813	2,927	3,153	28,272
Fall 1993	3,636	4,993	3,215	4,464	2,593	3,260	3,796	25,957
Fall 1994	5,040	4,962	2,355	3,729	2,937	2,535	4,539	26,097
Fall 1995	6,432	3,077	3,708	3,792	2,848	2,124	5,581	27,562
Fall 1996								
Accounting			412					412
Anthropology		474		457				931
Art	1,047			991				2,038
Biology		678					522	1,200
Business			278			115		393
Child Dev.							147	147
Economics		150			499		498	1,147
English	615	238	564	1,409	713	417	1,134	5,090
Geography				559		428		987
Geology							177	177
Health			449				224	673
History	986	208	733	164	440			2,531
Humanities	986	264	347		566		477	2,640
Law							534	534
Mathematics			315	182		817	197	1,511
Philosophy		240	385			500		1,125
Psychology							153	153
Statistics				108				108
Sociology		211					498	709
Spanish			148	128				276
Speech							609	609
Total Fall 1996	3,634	2,463	3,631	3,998	2,218	2,277	5,170	23,391

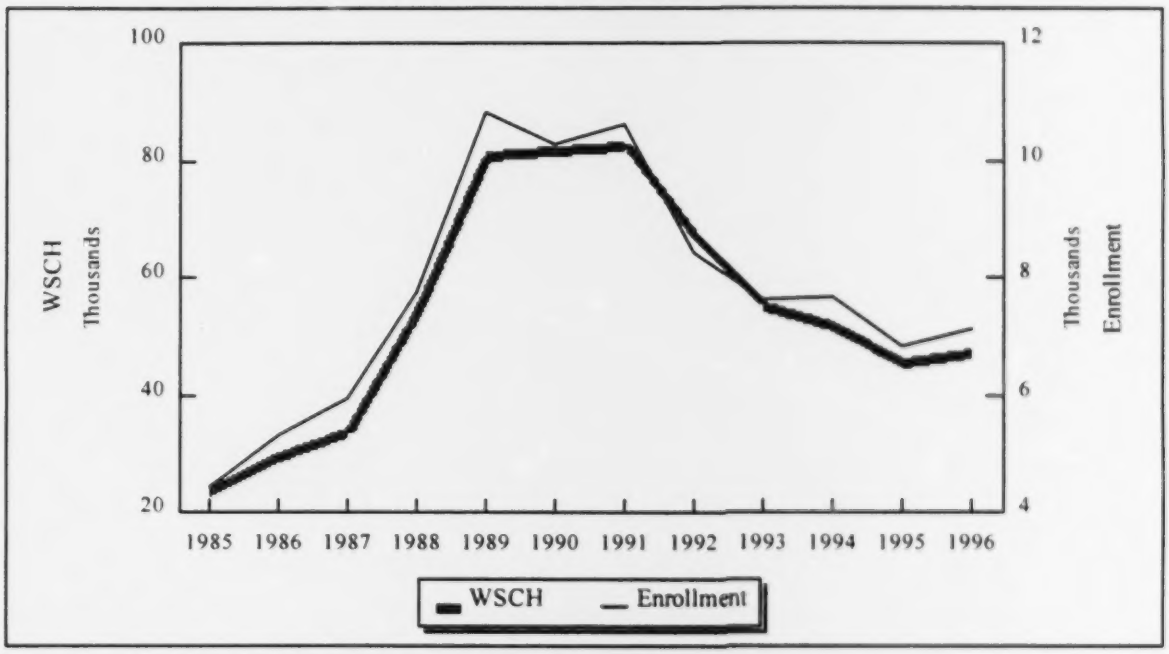
Source: Decision Support System, Research and Planning
NOTE: Fall 1996 WSCH figures should be considered preliminary.

ESL WSCH AND ENROLLMENT

Until 1988, course in English as a Second Language were offered under three major disciplines: English, Developmental Communications, and Speech. At City and East, some ESL reading classes were given by Psychology instructors. There were also ESL components in labs and classes conducted under Learning Skills, and some specialized vocabulary classes in occupational fields. In 1988, the State approved ESL as a separate discipline with its own certification. But only a small minority of ESL classes were offered as the new discipline that fall. It has since been inaugurated at Mission, Southwest, Trade-Tech, and West. In Fall 1992, Developmental Communications courses in ESL at City were assigned to the ESL discipline. But more than a third of ESL offerings districtwide are still in other disciplines, mostly in English.

In Table 16.3, students listed as non-credit include those enrolled *only* in non-credit classes.

FIGURE 15.2: DISTRICT ESL ENROLLMENT AND WSCH, FALL 1985 - FALL 1996



NOTE: The Fall 1996 WSCH amount should be considered preliminary.

TABLE 16.2
ESL WSCH BY COLLEGE AND CREDIT STATUS, FALL 1985 - FALL 1996

Year and Discipline/Status	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Fall 1985										
TOTAL (Credit Only)	12,074	4,205	591	1,595	950	44	1,430	2,669	549	24,107
Fall 1987										
Credit	12,578	4,934	1,161	3,171	1,228	2,129	2,122	4,451	1,244	33,018
Noncredit	495		400							895
TOTAL	13,073	4,934	1,561	3,171	1,228	2,129	2,122	4,451	1,244	33,913
Fall 1988										
Credit	14,048	3,960	1,356	3,330	1,292	8,219	3,903	4,789	1,900	42,797
Noncredit	9,225		795				2,013			12,033
TOTAL	23,273	3,960	2,151	3,330	1,292	8,219	5,916	4,789	1,900	54,830
Fall 1989										
Credit	19,515	6,077	1,630	9,639	1,813	12,300	2,361	5,092	2,414	60,841
Noncredit	7,114			4,439	1,072	585	6,642	324	351	20,527
TOTAL	26,629	6,077	1,630	14,078	2,885	12,885	9,003	5,416	2,765	81,368
Fall 1990										
Credit	21,513	7,603	1,691	8,226	2,179	13,743	3,771	4,685	4,110	67,521
Noncredit	66		664	6,278		516	6,780	106	228	14,638
TOTAL	21,579	7,603	2,355	14,504	2,179	14,259	10,551	4,791	4,338	82,159
Fall 1991										
Credit	21,036	7,648	1,696	10,649	2,313	13,386	3,537	5,612	3,954	69,831
Noncredit	312		1,138	3,312		984	7,218	192	18	13,174
TOTAL	21,348	7,648	2,834	13,961	2,313	14,370	10,755	5,804	3,972	83,005
Fall 1992										
Credit	20,896	6,373	1,687	9,804	2,828	8,280	4,317	5,370	3,096	62,651
Noncredit	908		68	2,880		324	216	276		4,672
TOTAL	21,804	6,373	1,755	12,684	2,828	8,604	4,533	5,646	3,096	67,323
Fall 1993										
Credit	20,739	4,289	997	6,690	2,820	6,005	3,075	4,192	2,319	51,126
Noncredit	384		398	979		860	261	1,435	104	4,421
TOTAL	21,123	4,289	1,395	7,669	2,820	6,865	3,336	5,627	2,423	55,547
Fall 1994										
Credit	20,016	4,712	1,173	4,489	2,944	6,038	2,571	3,818	2,083	47,844
Noncredit	435	677	513	1,013		685	60	990		4,373
TOTAL	20,451	5,389	1,686	5,502	2,944	6,723	2,631	4,808	2,083	52,217
Fall 1995										
Credit	18,501	4,442	904	3,855	2,615	3,955	2,349	3,507	1,594	41,722
Noncredit	680	541	637	1,435		783		45		4,121
TOTAL	19,181	4,983	1,541	5,290	2,615	4,738	2,349	3,552	1,594	45,843
Fall 1996										
Developmental Com.		636	96							732
English	9,624	2,568	570		2,469	60		3,106	70	18,467
ESL	6,993			4,080		3,417	2,205		1,605	18,300
Speech	446	345	72		108			990	45	2,006
Subtotal Credit ESL	17,063	3,549	738	4,080	2,577	3,477	2,205	4,096	1,720	39,505
Noncredit ESL	1,378	653	743	2,666		1,514	224	336	620	8,134
TOTAL	18,441	4,202	1,481	6,746	2,577	4,991	2,429	4,432	2,340	47,639

Source: Research and Planning

NOTE: Fall 1996 WSCH figures should be considered preliminary.

TABLE 16.3
ESL ENROLLMENT BY COLLEGE AND CREDIT STATUS
FALL 1985 - FALL 1996

Year and Status	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Fall 1985										
Total (Credit Only)	2,011	785	130	328	211	10	287	556	111	4,429
Fall 1987										
Credit	2,071	941	224	564	269	314	426	790	192	5,791
NonCredit	84		76							160
Total	2,155	941	300	564	269	314	426	790	192	5,951
Fall 1988										
Credit	2,233	772	264	586	281	1,081	432	841	273	6,763
NonCredit	596		157				263			1,016
Total	2,829	772	421	586	281	1,081	695	841	273	7,779
Fall 1989										
Credit	2,871	1,149	334	882	398	1,054	265	941	339	8,233
NonCredit	1,219			501	66	89	601	75	61	2,612
Total	4,090	1,149	334	1,383	464	1,143	866	1,016	400	10,845
Fall 1990										
Credit	2,876	1,397	319	768	468	1,218	1,062	778	518	9,404
NonCredit	9		145	593				123		870
Total	2,885	1,397	464	1,361	468	1,218	1,062	901	518	10,274
Fall 1991										
Credit	2,819	1,404	317	1,004	477	1,207	477	1,048	465	9,218
NonCredit	87	1	246	398	1	83	564	13	4	1,397
Total	2,906	1,405	563	1,402	478	1,290	1,041	1,061	469	10,615
Fall 1992										
Credit	2,840	957	305	918	607	774	630	1,005	382	8,418
NonCredit	6	3	1	2	2	0	1	3	1	19
Total	2,846	960	306	920	609	774	631	1,008	383	8,437
Fall 1993										
Credit	2,526	883	175	655	591	635	431	905	282	7,083
NonCredit	75		29	64		249	83	65	2	567
Total	2,601	883	204	719	591	884	514	970	284	7,650
Fall 1994										
Credit	2,398	859	189	463	579	622	399	875	291	6,675
NonCredit	79	186	20	211	1	200	4	22		723
Total	2,477	1,045	209	674	580	822	403	897	291	7,398
Fall 1995										
Credit	2,284	890	146	417	568	498	433	698	245	6,179
NonCredit	126	133	23	226		156		7		671
Total	2,410	1,023	169	643	568	654	433	705	245	6,850
Fall 1996										
Credit	2,174	793	147	429	564	411	421	924	266	6,129
NonCredit	314	234	25	20		220	97	42	45	997
Total	2,488	1,027	172	449	564	631	518	966	311	7,126

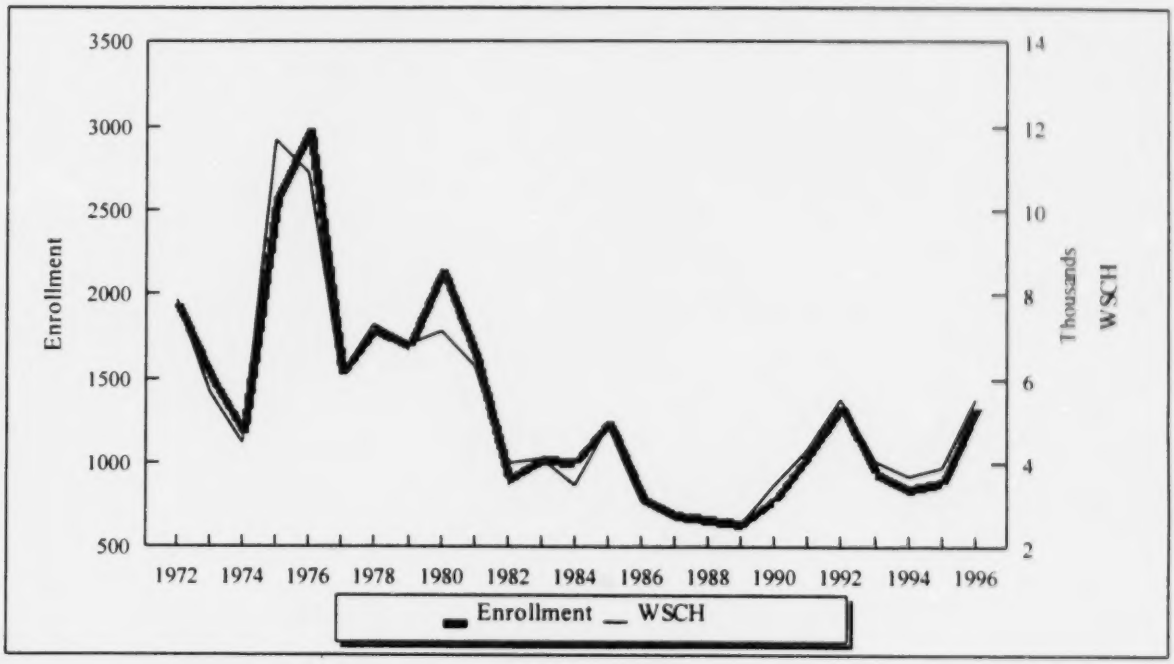
Source: Research and Planning

*Students enrolled in both credit and noncredit classes are counted as credit students only.

DISTRICT ITV ENROLLMENT AND WSCH

Instructional Television (ITV) offerings are broadcast usually in the early morning hours. Patterns of enrollment and WSCH often do not match those of campus-based programs; spring semesters have often had larger enrollments than fall. In 1994-95, the summer enrollment was the largest of the three semesters. As at the colleges, the ITV Summer Session is only a third as long as the Fall and Spring sessions, and the weekly hour load correspondingly greater. Therefore, Summer WSCH figures here have been divided by 3 to obtain an approximate equivalent to the other two semesters. Figures for Summer 1996 are not available.

FIGURE 16: ITV ENROLLMENT AND WSCH, FALL 1972 - FALL 1996



NOTE: The Fall 1996 WSCH amount must be considered preliminary.

TABLE 17
INSTRUCTIONAL TELEVISION (ITV) AND WSCH
1972-73 THROUGH 1996-97

	SUMMER		FALL		SPRING	
	Enrollment	WSCH	Enrollment	WSCH	Enrollment	WSCH
1972-73	929	2,787	1,941	7,839	2,051	8,778
1973-74	1,780	5,068	1,506	5,685	803	2,731
1974-75	1,115	6,817	1,177	4,452	2,910	10,128
1975-76	1,620	7,101	2,559	11,655	1,493	4,907
1976-77	478	1,854	2,989	10,886	2,253	10,163
1977-78	2,284	8,505	1,539	6,101	2,685	10,217
1978-79	0	0	1,798	7,309	1,446	5,608
1979-80	1,391	5,658	1,706	6,831	2,606	11,829
1980-81	0	0	2,147	7,133	1,563	6,777
1981-82	1,424	3,119	1,635	6,293	1,217	4,822
1982-83	352	1,059	907	4,000	1,510	6,684
1983-84	731	2,229	1,031	4,125	1,352	4,912
1984-85	687	2,787	1,013	3,500	1,362	5,334
1985-86	688	2,670	1,247	4,872	1,372	5,535
1986-87	545	1,939	803	3,126	880	3,735
1987-88	0	0	703	2,688	777	3,168
1988-89	399	1,301	678	2,616	885	3,564
1989-90	575	2,005	652	2,550	677	2,715
1990-91	643	2,211	795	3,465	970	4,122
1991-92	778	2,528	1,054	4,338	1,030	4,164
1992-93	1,011	3,397	1,334	5,487	1,037	4,242
1993-94	847	2,709	943	4,026	684	2,799
1994-95	995	3,283	862	3,690	666	2,643
1995-96	766	2,467	892	3,870	1,119	4,863
1996-97	*	*	1,339	5,511	1,280	5,382

Source: Attendance Accounting.
*Data for Summer 1996 are not available.
NOTE: Fall 1996 figures should be considered preliminary.

COMMUNITY SERVICES ENROLLMENT

Community Services offer a wide range of non-credit classes in areas such as personal skills and development, cultural enrichment, and various recreational pursuits. They are offered in addition to the college's instructional program, and are not academic equivalents or prerequisites of regular credit courses. However, some community services programs offer professional continuing education in such vocational fields as nursing and real estate. Many new courses are developed in response to student requests or in consultation with community leaders. Cost-cutting policies in the mid eighties prompted a state regulation requiring that the program be self-supporting. Many small, marginal classes were eliminated, and Trade-Tech's program was consolidated with City's. Since the beginning of the 1990s, Southwest's program has been revived and Mission's has been expanded. In Fall 1994, a new Community Services program was initiated at Trade-Tech. After offering only traffic school for nine years, West reinstated a full program in Fall 1995.

In order to better indicate the size and scale of Community Services programs, the number of classes actually offered and their total class hours have been reported in an additional table, beginning in the 1994-95 year.

FIGURE 17: DISTRICT DUPLICATED ENROLLMENT IN COMMUNITY SERVICES 1978-79 THROUGH 1995-96

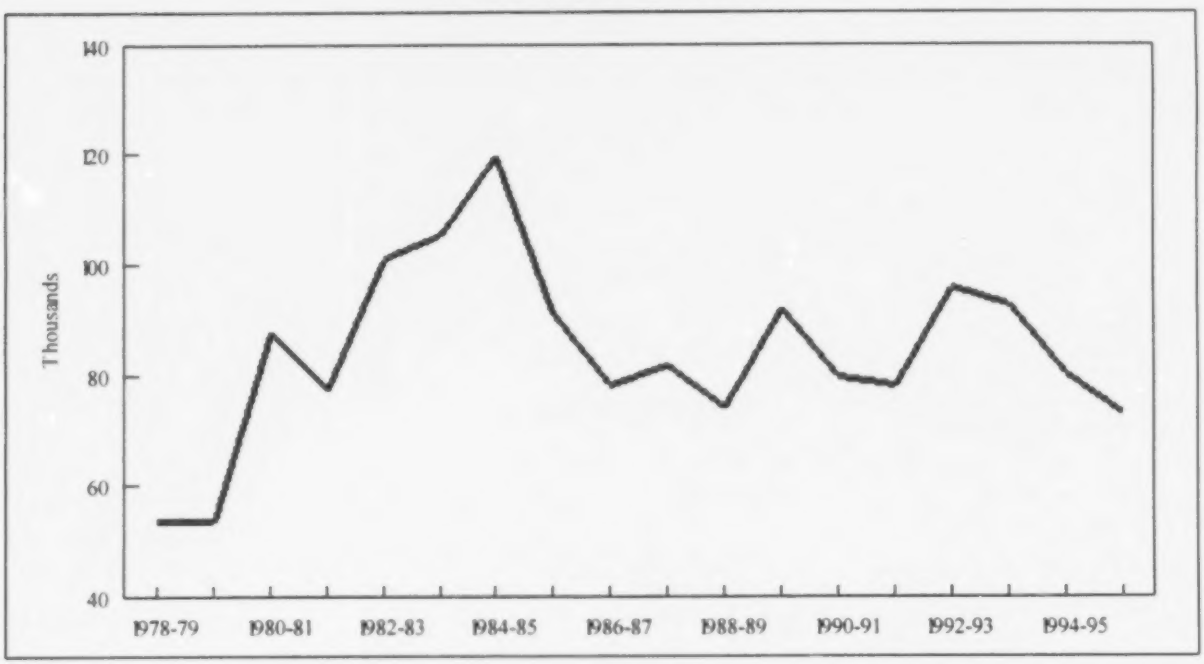


TABLE 18.1
DUPLICATED ENROLLMENT IN COMMUNITY SERVICES BY COLLEGE
1978-79 THROUGH 1995-96

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Number Enrolled										
1978-79	19,573	5,670	5,001	689	7,677	1,675	954	9,732	2,736	53,707
1979-80	17,823	5,488	3,483	1,215	10,082	3,232	564	9,149	2,855	53,891
1980-81	26,199	6,362	10,888	1,653	18,304	7,219	577	9,469	6,982	87,653
1981-82	17,210	8,000	10,336	494	18,300	7,446	442	12,534	2,928	77,690
1982-83	25,410	11,249	11,465	2,464	22,164	4,575	861	16,250	6,915	101,353
1983-84	27,409	12,773	9,978	2,337	24,497	3,625	1,304	17,875	5,875	105,673
1984-85	37,714	13,350	8,513	897	22,272	3,600	3,255	25,670	4,526	119,797
1985-86	21,589	11,354	8,974	542	22,867	2,594	2,194	15,761	5,284	91,159
1986-87	18,209	11,487	9,355	1,037	24,796	0	0	12,696	840	78,420
1987-88	16,856	13,926	12,210	1,343	24,399	0	0	12,247	732	81,713
1988-89	13,109	11,710	10,452	1,176	22,036	0	0	15,159	640	74,282
1989-90	11,659	11,964	12,595	3,148	23,232	1,500	0	27,221	932	92,251
1990-91	11,814	11,281	12,003	8,156	20,907	1,200	0	14,267	337	79,965
1991-92	11,641	10,756	13,833	5,625	21,551	1,050	0	13,504	321	78,281
1992-93	13,912	10,282	15,246	5,464	21,365	950	0	28,819	190	96,228
1993-94	14,453	10,767	13,033	5,349	20,460	1,415	0	27,220	316	93,013
1994-95	9,246	10,025	17,720	7,947	22,266	635	70	12,273	237	80,419
1995-96	8,599	12,900	10,954	9,450	17,906	801	640	10,053	1,825	73,128
Percent of District Enrollment										
1978-79	36.4	10.6	9.3	1.3	14.3	3.1	1.8	18.1	5.1	100.0
1979-80	33.1	10.2	6.5	2.3	18.7	6.0	1.0	17.0	5.3	100.0
1980-81	29.9	7.3	12.4	1.9	20.9	8.2	0.7	10.8	8.0	100.0
1981-82	22.2	10.3	13.3	0.6	23.6	9.6	0.6	16.1	3.8	100.0
1982-83	25.1	11.1	11.3	2.4	21.9	4.5	0.8	16.0	6.8	100.0
1983-84	25.9	12.1	9.4	2.2	23.2	3.4	1.2	16.9	5.6	100.0
1984-85	31.5	11.1	7.1	0.7	18.6	3.0	2.7	21.4	3.8	100.0
1985-86	23.7	12.5	9.8	0.6	25.1	2.8	2.4	17.3	5.8	100.0
1986-87	23.2	14.6	11.9	1.3	31.6	0.0	0.0	16.2	1.1	100.0
1987-88	20.6	17.0	14.9	1.6	29.9	0.0	0.0	15.0	0.9	100.0
1988-89	17.6	15.8	14.1	1.6	29.7	0.0	0.0	20.4	0.9	100.0
1989-90	12.6	13.0	13.7	3.4	25.2	1.6	0.0	29.5	1.0	100.0
1990-91	14.8	14.1	15.0	10.2	26.1	1.5	0.0	17.8	0.4	100.0
1991-92	14.9	13.7	17.7	7.2	27.5	1.3	0.0	17.3	0.4	100.0
1992-93	14.5	10.7	15.8	5.7	22.2	1.0	0.0	29.9	0.2	100.0
1993-94	15.5	11.6	14.0	5.8	22.0	1.5	0.0	29.3	0.3	100.0
1994-95	11.5	12.5	22.0	9.9	27.7	0.8	0.1	15.3	0.3	100.0
1995-96	11.8	17.6	15.0	12.9	24.5	1.1	0.9	13.7	2.5	100.0

Source: Community Service Program Directors

TABLE 18.2
NUMBER OF CLASSES AND HOURS IN COMMUNITY SERVICES BY COLLEGE, 1994-95 AND 1995-96

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Number of Classes										
1994-95	748	854	1,138	512	1,401	82	5	615	20	5,375
1995-96	731	1,172	988	532	1,048	102	39	541	157	5,310
Number of Class Hours										
1994-95	6,258	1,677	10,247	4,628	12,019	2,051	16	8,761	160	45,817
1995-96	5,588	2,042	9,131	4,478	11,552	2,524	154	8,332	1,065	44,866
Percent of All District Community Services Classes										
1994-95	13.9	15.9	21.2	9.5	26.1	1.5	0.1	11.4	0.4	100.0
1995-96	13.8	22.1	18.6	10.0	19.7	1.9	0.7	10.2	3.0	100.0
Percent of All District Community Services Class Hours										
1994-95	13.7	3.7	22.4	10.1	26.2	4.5	0.0	19.1	0.3	100.0
1995-96	12.5	4.6	20.4	10.0	25.7	5.6	0.3	18.6	2.4	100.0

Source: Community Service Program Directors.

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Student Performance and Articulation

- Both day and evening within-class retention rates in the LACCD as a whole stood at 76% in Fall 1996, having varied little since the mid 1980s.

- Categories of students with the highest rates of persistence include Asians, those under 20, and those with transfer goals. Those less likely to persist include blacks, those over 25, and students seeking to improve basic skills. Districtwide, fewer than half of any degree-seeking students have persisted in recent years. East and Pierce are the only colleges whose cohorts have averaged rates greater than 50%.

- After declining early in the decade, LACCD transfer numbers increased sharply in Fall 1995. The increase was in transfers to CSU institutions; total transfers to UC universities declined slightly from Fall 1994.

  More than half (54%) of LACCD's transfers in 1994-95 were members of ethnic minorities. In California overall, only 40% of transfers in that year were minorities.

- The number of degrees awarded has continued to increase since the low point in 1990-91, while occupational certificates have fallen to their smallest district total since the 1970s.

STUDENT RETENTION AND PERSISTENCE

Table 19.1 and Figure 19 cover within-class retention information. The rate is the number of students enrolled on first census day divided by the number attending classes in the last week of the semester. Short-term modular classes cannot be included, but open entry-exit classes are, if they have begun by first census. The open entry-exit classes often have larger enrollments at the end of the semester than at the beginning, thus boosting the college's retention rates.

Table 19.2 plots the one-year persistence rates of all new students entering district colleges in four consecutive fall terms; each year-group is defined as a particular "cohort". The one-year persistence rate is the percentage of each cohort enrolled in the following year's fall and/or spring semesters. In this table, the total rate is shown, along with breakdowns by various student characteristics

The issues of retention and persistence in community college programs have become statewide concerns, and data systems are being developed to analyze and evaluate factors which are assumed to affect both these areas of student performance. These factors include counseling, assessment, placement, curricular design, and quality of instruction, among others. It may be some years before analysis of data can produce some conclusive explanations of student success or failure.

FIGURE 18: DISTRICT DAY AND EVENING RETENTION RATES, FALL 1978 - FALL 1996

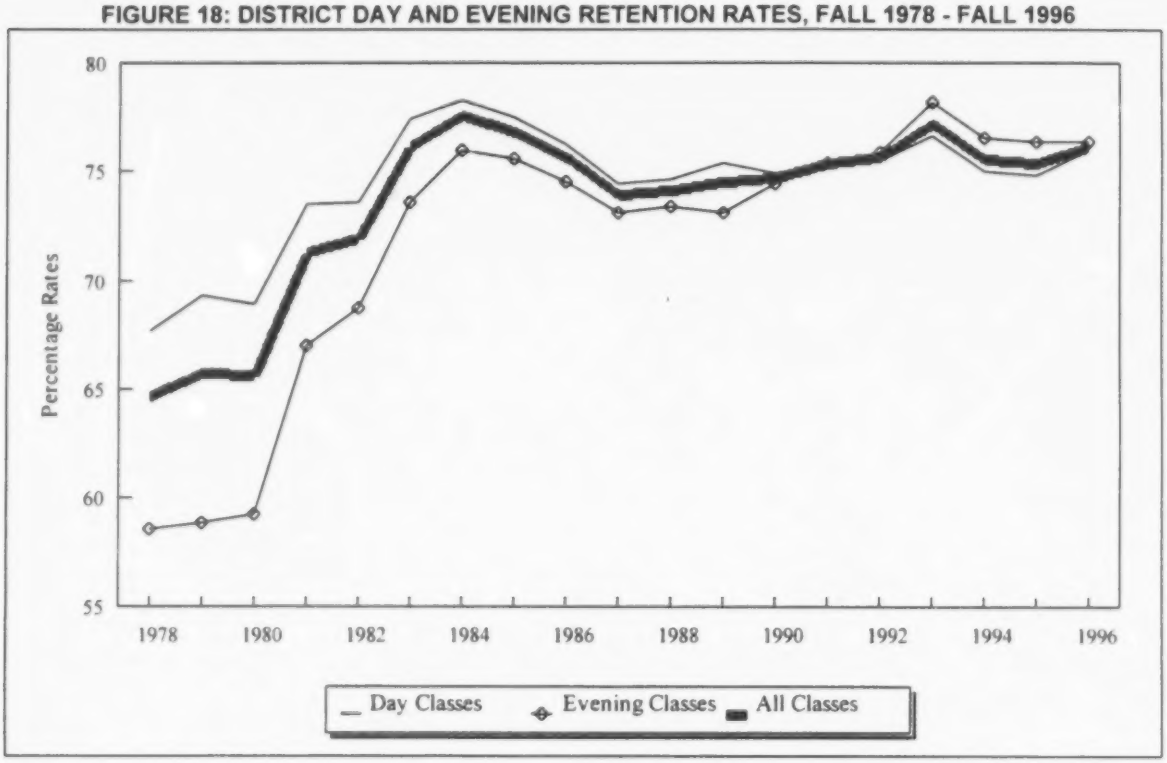

TABLE 19.1
WITHIN CLASS RETENTION RATES*
BY DAY/EVENING AND COLLEGE, FALL 1978 - FALL 1996

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Day Classes										
1978	61.3	61.0	67.0	72.6	72.9	66.2	69.7	73.0	68.8	67.7
1980	66.8	65.5	69.1	67.8	74.5	63.9	68.9	69.3	67.6	68.9
1985	77.4	78.1	76.8	85.7	77.7	79.6	79.3	75.3	75.8	77.5
1990	76.0	76.6	72.7	77.3	74.2	76.9	76.3	74.4	71.2	75.0
1991	77.8	76.2	74.2	76.8	74.0	75.4	74.9	75.7	72.0	75.4
1992	76.8	76.8	72.6	78.0	75.8	73.7	74.2	76.7	72.2	75.6
1993	77.8	78.5	74.9	79.6	76.7	74.1	74.7	77.2	74.0	76.6
1994	77.4	76.7	73.0	77.5	75.6	67.5	73.6	76.2	72.1	75.1
1995	74.6	74.8	73.0	80.1	75.9	71.1	71.2	78.7	75.0	74.8
1996	79.8	75.1	72.4	78.6	76.2	70.8	76.1	76.7	73.4	76.0
Evening Classes										
1978	53.2	52.1	57.8	66.0	60.1	57.1	62.5	61.9	61.7	58.5
1980	56.4	57.7	59.8	60.7	62.6	57.8	62.8	59.3	55.9	59.2
1985	76.3	74.5	76.0	79.7	74.3	83.7	76.8	73.9	74.5	75.6
1990	74.4	75.0	72.3	80.4	74.0	75.2	76.5	71.7	73.6	74.5
1991	73.6	77.3	75.6	78.3	75.6	76.1	75.1	74.0	75.1	75.5
1992	74.8	76.9	75.1	81.6	77.6	74.8	74.1	74.6	73.5	75.9
1993	79.2	78.9	77.7	81.9	77.7	75.3	76.9	78.1	76.9	78.2
1994	77.4	78.9	75.9	81.0	76.1	75.7	74.8	74.2	74.9	76.6
1995	74.2	77.1	75.2	83.2	75.9	78.8	73.5	77.3	75.2	76.4
1996	80.3	75.3	72.9	81.0	74.3	78.7	76.4	76.1	76.2	76.3
All Classes										
1978	59.1	58.0	63.9	69.3	69.6	62.7	66.9	69.1	66.2	64.7
1980	63.6	62.4	66.2	64.1	71.0	61.6	66.6	65.8	62.9	65.6
1990	75.5	75.9	72.5	79.3	74.1	76.1	76.4	73.4	72.3	74.8
1991	76.4	76.7	74.7	77.7	74.5	75.7	75.0	75.1	73.5	75.4
1992	76.2	76.9	73.5	79.9	76.3	74.1	74.2	75.9	72.8	75.7
1993	78.3	78.7	75.8	80.9	77.0	74.6	75.3	77.5	75.3	77.2
1994	77.4	77.7	73.9	79.4	75.8	70.5	73.9	75.5	73.4	75.7
1995	74.4	75.9	73.7	81.8	75.9	73.9	71.8	78.2	75.0	75.4
1996	79.9	75.1	72.5	79.9	75.5	73.8	76.2	76.5	74.7	76.1

Source: Grade Distribution Printout D5130 and Measures of Enrollment Printout D4790-002, Information Technology.
*Note: Rates are the number of end-of-semester class enrollments divided by the number of such enrollments at first census.

TABLE 19.2
ONE-YEAR PERSISTENCE RATES FOR FIRST-TIME STUDENTS, 1990 - 1995
(Numbers and Percentages)

Los Angeles City College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	3,509	3,346	3,055	2,789	2,828	45.5%	48.3%	47.3%	49.2%	49.6%
ETHNICITY										
Asian	802	753	738	622	549	50.6	52.3	50.5	51.6	48.6
Black	429	416	370	317	381	33.8	39.2	36.2	38.8	38.1
Hispanic	1,569	1,450	1,152	1,078	1,161	45.3	48.8	46.2	47.5	51.0
White	603	614	670	683	632	49.6	48.5	52.1	55.5	56.3
Other	31	33	36	41	36	25.8	48.5	41.7	43.9	52.8
Unkn	75	80	89	48	69	40.0	46.3	48.3	41.7	33.3
GENDER										
Female	1,832	1,741	1,629	1,480	1,519	48.1	50.4	50.6	53.4	52.4
Male	1,677	1,605	1,426	1,309	1,309	42.8	46.0	43.6	44.5	46.3
AGE										
Under 20	929	904	790	734	799	55.2	58.2	58.5	58.7	55.6
20-24	923	927	869	720	763	44.5	44.6	43.8	44.6	47.7
25-34	1,030	976	873	765	667	39.2	44.2	42.8	45.5	45.7
35-54	579	485	468	527	501	43.4	45.2	45.5	47.8	47.1
55 and Over	48	54	55	43	98	39.6	50.0	29.1	48.8	54.1
ED. GOAL										
Transfer	694	689	636	587	529	55.8	58.3	58.0	55.4	56.0
Voc Ed Degr	113	118	96	76	82	47.8	49.2	43.8	55.3	46.3
Voc Ed Other	1,192	1,142	1,004	972	953	42.4	42.9	43.6	45.5	47.3
Basic Skills	664	639	601	552	528	41.6	46.0	43.9	50.0	50.2
Assoc Degr	116	108	110	107	121	51.7	54.6	45.5	58.9	43.8
Other/Unkn	730	650	608	495	615	43.2	48.2	46.5	45.5	48.6

East Los Angeles College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	3,271	2,764	2,364	2,332	2,706	47.8%	57.7%	52.7%	56.6%	54.6%
ETHNICITY										
Asian	668	606	421	425	483	51.9	61.7	58.0	52.9	56.9
Black	76	52	56	46	55	28.9	36.5	35.7	54.3	30.9
Hispanic	2,307	1,972	1,757	1,714	2,057	47.7	57.9	52.6	57.9	55.1
White	101	96	81	95	58	38.6	46.9	43.2	53.7	51.7
Other	17	11	20	20	20	47.1	45.5	55.0	50.0	45.0
Unkn	102	27	29	32	33	47.1	33.3	41.4	53.1	39.4
GENDER										
Female	1,783	1,464	1,263	1,273	1,558	49.0	58.3	53.5	58.1	55.8
Male	1,488	1,300	1,101	1,059	1,148	46.4	57.0	51.8	54.8	52.9
AGE										
Under 20	1,372	1,223	1,131	1,174	1,194	58.6	64.8	63.7	67.2	67.2
20-24	841	701	611	574	711	43.2	53.9	44.2	49.3	51.1
25-34	663	550	422	385	471	36.7	51.8	39.1	42.9	40.6
35-54	355	264	185	185	290	40.0	48.9	46.5	41.6	34.1
55 and Over	40	26	15	14	40	30.0	34.6	26.7	42.9	55.0
ED. GOAL										
Transfer	694	691	573	545	597	58.9	66.9	63.0	69.4	66.7
Voc Ed Degr	84	91	71	67	67	52.4	56.0	49.3	58.2	52.2
Voc Ed Other	1,158	999	801	738	884	46.1	52.8	50.9	54.5	51.7
Basic Skills	343	279	193	170	206	34.4	45.9	42.0	42.9	37.9
Assoc Degr	114	101	85	92	112	56.1	68.3	56.5	53.3	58.9
Other/Unkn	878	603	640	720	840	45.0	59.2	48.9	52.6	52.7

Continued on Next Page

TABLE 19.2 (Continued)

Los Angeles Harbor College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	2,001	2,035	1,484	1,317	1,371	43.4%	36.4%	50.1%	50.9%	49.5%
ETHNICITY										
Asian	310	288	255	223	241	45.2	45.5	56.1	58.3	52.7
Black	236	220	208	192	221	40.7	39.1	46.6	34.9	42.5
Hispanic	592	643	582	505	523	48.6	44.3	49.1	55.8	51.2
White	699	583	387	336	318	41.9	32.2	50.6	48.2	48.1
Other	20	27	17	20	14	35.0	18.5	41.2	60.0	64.3
Unkn	144	274	35	41	54	31.3	16.8	42.9	41.5	50.0
GENDER										
Female	1,190	1,189	748	672	715	42.2	33.9	53.5	54.6	51.3
Male	811	846	736	645	656	45.3	40.0	46.7	47.0	47.4
AGE										
Under 20	744	755	837	760	682	58.7	57.1	62.7	59.9	61.1
20-24	401	354	335	277	303	37.7	39.8	34.3	37.2	41.6
25-34	361	359	187	156	232	31.0	23.1	33.7	39.1	37.9
35-54	332	352	104	102	125	31.0	18.8	28.8	42.2	35.2
55 and Over	163	215	21	22	29	40.5	9.3	52.4	36.4	10.3
ED. GOAL										
Transfer	222	236	362	332	301	57.7	65.3	61.0	59.3	67.1
Voc Ed Degr	24	38	33	48	36	54.2	68.4	54.5	56.3	66.7
Voc Ed Other	386	398	526	500	472	47.7	45.7	45.8	47.8	47.2
Basic Skills	45	47	54	54	65	31.1	42.6	35.2	40.7	29.2
Assoc Degr	59	42	57	50	43	59.3	50.0	64.9	60.0	55.8
Other/Unkn	1,265	1,274	452	333	454	39.1	26.5	46.0	46.5	41.0

Los Angeles Mission College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	1,774	1,913	1,594	1,140	1,329	29.8%	38.0%	35.6%	43.1%	36.9%
ETHNICITY										
Asian	88	92	77	75	78	23.9	42.4	42.9	48.0	44.9
Black	75	91	63	61	51	29.3	38.5	30.2	42.6	29.4
Hispanic	1,236	1,345	1,149	775	985	29.9	39.0	35.7	43.7	36.8
White	303	328	255	202	190	32.7	34.1	34.9	36.6	36.3
Other	17	12	19	12	7	35.3	33.3	31.6	58.3	14.3
Unkn	55	45	31	15	18	20.0	26.7	32.3	60.0	50.0
GENDER										
Female	1,059	1,077	960	661	819	32.9	40.4	36.7	43.4	38.2
Male	715	836	634	479	510	25.3	34.9	33.9	42.6	34.9
AGE										
Under 20	422	506	592	445	471	35.8	50.8	52.5	62.0	54.8
20-24	432	430	338	223	246	27.8	31.4	29.9	35.9	28.9
25-34	495	532	382	239	323	27.5	34.4	23.0	27.2	28.8
35-54	376	385	244	206	266	27.9	37.4	23.8	30.6	24.1
55 and Over	49	60	38	27	23	34.7	13.3	23.7	25.9	21.7
ED. GOAL										
Transfer	196	258	246	227	222	42.9	55.0	56.9	58.1	62.2
Voc Ed Degr	39	39	37	22	41	28.2	43.6	40.5	54.5	61.0
Voc Ed Other	504	764	556	480	547	33.3	40.4	35.3	41.3	31.8
Basic Skills	123	163	141	132	123	31.7	36.2	29.8	33.3	37.4
Assoc Degr	35	55	54	37	32	37.1	43.6	46.3	45.9	68.8
Other/Unkn	877	634	560	242	364	24.4	27.8	26.6	36.4	23.6

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TABLE 19.2 (Continued)

Los Angeles Pierce College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	3,526	3,224	2,978	2,562	2,355	53.1%	54.2%	57.0%	53.4%	55.1%
ETHNICITY										
Asian	564	554	635	533	440	65.2	65.9	67.6	61.9	64.1
Black	145	137	152	145	116	35.2	40.1	35.5	35.2	37.9
Hispanic	582	602	508	500	565	49.8	48.3	57.5	53.4	52.9
White	2,014	1,765	1,505	1,192	1,066	51.0	53.4	54.8	51.5	54.1
Other	94	80	75	90	89	64.9	52.5	57.3	60.0	56.2
Unkn	127	86	103	102	79	59.1	60.5	53.4	51.0	57.0
GENDER										
Female	1,775	1,638	1,527	1,321	1,183	53.1	54.8	56.5	53.5	55.1
Male	1,751	1,586	1,451	1,241	1,172	53.1	53.6	57.5	53.3	55.0
AGE										
Under 20	2,088	1,992	1,908	1,644	1,545	62.6	64.0	65.6	61.6	63.9
20-24	665	592	548	390	388	41.7	40.2	42.3	44.1	40.2
25-34	487	407	322	331	266	35.9	36.4	40.1	36.9	37.2
35-54	246	203	178	171	141	39.8	38.9	42.7	30.4	37.6
55 and Over	40	30	22	26	15	37.5	30.0	40.9	34.6	13.3
ED. GOAL										
Transfer	684	992	1,071	849	796	55.4	66.9	64.8	63.5	66.5
Voc Ed Degr	35	55	31	42	31	51.4	58.2	45.2	42.9	38.7
Voc Ed Other	1,027	1,182	984	900	824	39.6	47.1	50.0	47.2	48.4
Basic Skills	92	123	124	119	106	37.0	38.2	50.8	33.6	47.2
Assoc Degr	90	84	87	92	68	60.0	45.2	62.1	57.6	36.8
Other/Unkn	1,598	788	681	560	530	61.3	52.0	55.8	52.3	53.2

Los Angeles Southwest College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	1,894	1,805	1,059	1,323	1,398	30.3%	33.6%	33.9%	29.5%	28.8%
ETHNICITY										
Asian	19	25	8	7	13	52.6	44.0	25.0	14.3	30.8
Black	1,015	928	755	782	811	36.6	36.5	34.2	33.4	32.8
Hispanic	837	832	290	516	561	22.5	29.8	33.1	23.8	23.5
White	10	11	2	9	4	20.0	45.5	50.0	22.2	0.0
Other	10	3	1	4	2	20.0	33.3	100.0	25.0	50.0
Unkn	3	6	3	5	7	33.3	33.3	33.3	40.0	0.0
GENDER										
Female	1,119	1,099	699	894	924	34.0	35.6	37.5	29.9	30.6
Male	775	706	360	429	474	25.0	30.5	26.9	28.7	25.3
AGE										
Under 20	379	426	297	298	328	35.6	42.0	41.4	38.3	36.6
20-24	559	476	276	362	352	28.8	27.5	29.7	27.9	25.0
25-34	574	590	312	435	435	27.4	32.2	33.7	25.3	27.1
35-54	349	290	165	217	264	32.1	34.1	29.1	29.5	27.3
55 and Over	33	23	9	11	19	27.3	30.4	11.1	9.1	26.3
ED. GOAL										
Transfer	215	238	160	149	185	43.7	48.3	43.8	51.7	41.1
Voc Ed Degr	65	105	54	43	48	36.9	27.6	27.8	25.6	33.3
Voc Ed Other	668	797	487	609	638	31.1	31.6	32.6	30.2	27.4
Basic Skills	125	177	81	162	135	22.4	24.9	30.9	16.0	12.6
Assoc Degr	52	105	69	110	140	32.7	32.4	36.2	26.4	30.7
Other/Unkn	769	383	208	250	252	26.4	34.5	31.3	25.2	30.2

Continued on Next Page

TABLE 19.2 (Continued)

Los Angeles Trade-Technical College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	3,789	3,841	3,076	2,625	2,488	36.7%	38.4%	39.4%	42.9%	42.2%
ETHNICITY										
Asian	423	380	335	244	233	48.0	47.4	49.3	50.4	50.6
Black	975	1,104	1,046	837	804	35.4	35.5	33.6	38.6	33.2
Hispanic	1,879	1,962	1,432	1,312	1,226	36.5	38.8	42.5	45.8	48.9
White	375	275	196	159	166	31.2	33.8	31.1	34.0	30.7
Other	32	28	30	32	24	28.1	46.4	40.0	34.4	25.0
Unkn	105	92	37	41	35	29.5	38.0	37.8	31.7	25.7
GENDER										
Female	1,466	1,618	1,419	1,219	1,165	40.1	39.7	41.2	46.9	44.9
Male	2,323	2,223	1,657	1,406	1,323	34.6	37.4	37.8	39.3	39.9
AGE										
Under 20	866	1,019	859	800	843	49.5	52.2	48.3	51.4	51.8
20-24	962	929	778	669	653	36.4	35.3	36.2	40.4	41.0
25-34	1,191	1,147	869	715	609	31.3	34.4	37.1	37.8	36.3
35-54	699	693	534	415	358	32.0	30.4	33.7	40.5	33.5
55 and Over	71	53	36	26	25	21.1	15.1	33.3	23.1	20.0
ED. GOAL										
Transfer	367	375	334	311	292	54.0	47.7	52.1	55.6	51.0
Voc Ed Degr	194	203	195	163	153	47.4	47.3	49.7	52.8	51.0
Voc Ed Other	1,838	2,016	1,792	1,563	1,393	33.5	36.6	36.6	39.7	38.3
Basic Skills	324	309	203	149	150	22.2	28.5	26.1	25.5	31.3
Assoc Degr	162	167	116	121	108	50.0	52.7	50.0	51.2	52.8
Other/Unkn	904	771	436	318	392	36.8	37.1	39.9	45.9	47.4

Los Angeles Valley College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	3,040	2,672	2,534	2,369	2,505	46.7%	46.9%	50.4%	51.8%	50.0%
ETHNICITY										
Asian	483	446	397	371	384	52.2	54.0	58.7	62.5	57.0
Black	209	216	200	200	197	32.5	41.2	35.5	37.5	42.1
Hispanic	965	879	839	784	910	47.2	45.7	51.6	50.1	49.5
White	1,207	1,025	940	879	838	46.3	45.4	50.0	52.1	49.0
Other	60	42	58	63	75	53.3	33.3	46.6	57.1	46.7
Unkn	116	64	100	72	101	47.4	64.1	43.0	47.2	54.5
GENDER										
Female	1,642	1,365	1,317	1,226	1,290	48.0	45.9	50.6	53.9	50.1
Male	1,398	1,307	1,217	1,143	1,215	45.3	47.9	50.1	49.6	50.0
AGE										
Under 20	1,490	1,395	1,353	1,250	1,330	58.1	54.8	61.4	61.4	60.7
20-24	694	630	557	489	566	34.9	37.1	40.9	43.8	40.1
25-34	524	406	405	405	377	37.0	37.9	33.8	40.2	35.0
35-54	287	206	197	196	208	38.0	41.3	38.1	34.7	38.0
55 and Over	45	35	22	29	24	24.4	40.0	27.3	51.7	33.3
ED. GOAL										
Transfer	586	674	651	641	632	57.7	56.2	60.7	60.7	62.7
Voc Ed Degr	55	62	61	51	41	49.1	50.0	36.1	64.7	51.2
Voc Ed Other	1,098	1,010	982	918	981	35.6	43.0	47.0	44.6	41.6
Basic Skills	170	163	199	163	172	37.1	38.0	40.7	41.7	37.2
Assoc Degr	74	102	85	91	77	44.6	51.0	44.7	58.2	55.8
Other/Unkn	1,057	661	556	505	602	53.8	44.5	50.2	54.7	53.3

Continued on Next Page

TABLE 19.2 (Continued)

West Los Angeles College

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	1,983	1,773	1,357	1,174	1,231	32.9%	35.9%	35.0%	37.6%	39.3%
ETHNICITY										
Asian	210	190	131	83	112	41.9	44.2	43.5	49.4	47.3
Black	926	944	748	620	636	31.5	35.8	33.7	35.0	36.6
Hispanic	365	319	228	243	259	35.1	35.1	39.0	45.7	43.6
White	369	230	179	148	155	29.5	28.3	30.2	33.1	33.5
Other	35	27	19	24	27	25.7	33.3	36.8	41.7	48.1
Unkn	78	63	52	56	42	34.6	46.0	30.8	25.0	47.6
GENDER										
Female	1,135	1,037	770	670	772	33.6	35.2	34.3	36.3	40.2
Male	848	736	587	504	459	32.1	37.0	35.9	39.5	37.9
AGE										
Under 20	574	559	464	369	420	41.5	43.5	44.6	46.3	47.1
20-24	502	488	349	298	248	30.3	31.8	34.4	32.9	37.5
25-34	507	425	334	317	340	29.6	33.4	29.6	36.9	35.3
35-54	327	260	184	167	186	28.7	33.5	23.9	32.3	34.9
55 and Over	73	41	26	23	37	26.0	24.4	19.2	8.7	21.6
ED. GOAL										
Transfer	468	405	320	282	291	41.0	47.7	45.0	47.2	51.2
Voc Ed Degr	36	51	38	34	35	22.2	41.2	28.9	41.2	40.0
Voc Ed Other	811	763	518	510	520	28.9	28.6	30.9	31.6	31.3
Basic Skills	115	118	100	80	73	31.3	31.4	23.0	33.8	32.9
Assoc Degr	84	64	51	51	49	40.5	40.6	62.7	47.1	46.9
Other/Unkn	469	372	330	217	263	31.8	38.2	31.8	38.2	42.2

Los Angeles Community College District

Student Characteristics	Cohort's Entering Term					Percentage Enrolled in Following Year				
	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	1991-92	1992-93	1993-94	1994-95	1995-96
1st-Time Cohort	24,887	23,420	19,530	17,669	18,247	42.1%	44.4%	46.2%	47.6%	46.8%
ETHNICITY										
Asian	3,576	3,338	2,998	2,586	2,537	51.3	54.5	56.0	55.6	54.4
Black	4,111	4,122	3,604	3,209	3,285	34.4	36.9	34.9	36.4	35.5
Hispanic	10,348	10,015	7,943	7,435	8,254	40.8	44.7	46.2	48.7	47.9
White	5,722	4,943	4,229	3,720	3,435	44.6	44.8	49.2	49.6	49.5
Other	318	263	275	306	294	44.7	41.4	46.9	52.0	48.6
Unkn	812	739	481	413	442	39.8	35.6	43.5	43.1	45.9
GENDER										
Female	13,074	12,262	10,351	9,442	9,974	43.6	44.8	47.3	49.1	47.8
Male	11,813	1,115	9,179	8,227	8,273	40.6	44.0	45.0	45.9	45.6
AGE										
Under 20	8,883	8,783	8,235	7,478	7,619	55.0	56.9	58.8	59.2	58.7
20-24	5,994	5,538	4,664	4,007	4,243	37.2	38.9	38.8	41.0	41.5
25-34	5,861	5,407	4,116	3,764	3,727	33.2	37.2	36.0	37.8	36.8
35-54	3,580	3,151	2,269	2,196	2,348	34.7	35.5	35.8	38.4	35.4
55 and Over	569	541	246	224	310	32.5	20.7	29.7	33.5	35.8
ED. GOAL										
Transfer	4,157	4,576	4,360	3,935	3,861	53.2	58.8	58.9	59.5	60.6
Voc Ed Degr	647	763	616	548	536	45.1	47.3	43.7	51.5	49.1
Voc Ed Other	8,708	9,081	7,661	7,205	7,218	37.3	40.8	41.9	42.8	41.4
Basic Skills	2,005	2,018	1,698	1,583	1,558	34.0	38.6	38.3	38.9	39.2
Assoc Degr	789	828	715	754	752	49.7	49.6	51.3	50.5	47.3
Other/Unkn	8,581	6,154	4,479	3,644	4,322	42.6	39.8	43.7	46.9	46.1

Source: Matriculation Evaluation Data System (MEDS) tapes.

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GRADE DISTRIBUTION

The most striking feature of grade distribution percentages is their uniformity across time, if not between colleges. Districtwide, the percentages of A, C and D grades have not varied as much as one percentage point year to year, although in Fall 1996 the A percentage stood almost four points above 1981. Variation among Bs has varied no more than 1.6 points. This constancy has also prevailed at most colleges.

The table has been divided in two, to show which proportions of student grades indicate successful completion of courses and which do not. Totals are sums of either successful or unsuccessful grades, with percentages of the total number of grades awarded each fall semester. Some improvement is indicated from the peak enrollment year of 1981, when 37% of outcomes were unsuccessful. By Fall 1996, the share of failing and non-completer grades had fallen to 31%.

TABLE 20.1
GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1996
(Successful Completers)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number
Percent "A" Grades											
1981	17.4	19.6	20.0	24.3	20.9	12.6	17.5	20.9	19.4	19.1	69,307
1986	19.7	21.2	19.4	23.1	20.5	12.6	18.7	21.5	18.8	20.0	52,005
1990	19.2	20.6	20.2	22.8	21.3	14.3	19.4	22.5	20.8	20.4	57,070
1993	19.8	20.9	21.1	22.4	23.4	13.6	22.2	25.1	19.9	21.6	58,507
1994	20.4	19.6	20.7	22.3	22.6	13.4	21.8	24.8	19.6	21.1	56,352
1995	21.8	20.7	22.5	23.0	23.8	15.3	20.9	25.3	21.9	22.1	56,985
1996	23.4	19.7	23.3	23.3	25.3	15.7	21.5	25.8	21.7	22.7	59,922
Percent "B" Grades											
1981	18.5	19.7	19.4	16.6	21.1	15.1	20.9	18.6	18.8	19.3	69,844
1986	20.3	21.1	19.2	16.9	20.7	18.7	22.5	19.5	19.1	20.2	52,637
1990	18.4	20.8	19.2	16.8	20.9	16.2	21.9	19.3	18.3	19.6	54,780
1993	18.2	21.0	19.7	17.4	22.2	19.4	20.2	19.9	18.7	19.9	54,013
1994	17.8	21.8	18.6	16.6	21.1	18.1	20.2	19.1	18.1	19.5	51,927
1995	18.2	21.0	19.2	19.0	21.1	19.7	20.1	19.7	19.9	19.9	51,099
1996	17.3	20.0	17.9	18.0	21.0	18.8	19.2	19.2	20.5	19.2	50,743
Percent "C" Grades											
1981	17.4	17.4	17.8	11.4	19.7	16.7	21.4	16.0	17.0	17.9	64,910
1986	18.4	19.7	19.1	13.2	21.0	21.7	23.6	16.9	17.3	19.3	50,302
1990	15.8	18.2	17.0	11.5	19.1	17.0	21.2	17.1	16.8	17.6	49,194
1993	15.9	20.5	17.9	14.0	18.6	19.6	20.1	16.8	17.3	18.0	48,788
1994	15.2	19.4	16.7	12.9	18.5	17.9	19.5	15.8	16.5	17.2	45,927
1995	14.8	18.9	15.9	15.1	18.4	19.4	19.5	16.0	16.3	17.2	44,304
1996	14.1	17.2	16.1	12.7	17.1	18.8	19.1	15.1	16.3	16.3	42,983
Percent "D" Grades											
1981	5.3	4.4	4.3	3.3	5.3	6.4	6.8	3.9	5.6	5.1	18,455
1986	6.0	5.2	5.8	3.2	6.2	8.7	6.6	4.4	6.0	5.7	14,871
1990	5.7	5.4	4.3	3.4	5.5	5.4	5.9	4.7	5.1	5.2	14,544
1993	4.7	5.7	5.2	3.6	5.4	6.5	5.1	4.5	5.9	5.1	13,955
1994	4.8	5.9	5.0	4.0	5.8	5.4	5.2	4.4	5.2	5.1	13,701
1995	4.2	5.5	4.3	4.6	5.4	5.7	4.6	4.6	5.0	4.9	12,492
1996	4.2	5.2	4.8	4.7	5.2	6.2	5.2	4.5	4.9	4.9	12,914
Percent Non-letter Credit Grades*											
1981	1.9	0.9	1.4	5.1	1.2	2.6	0.3	1.7	0.6	1.4	5,029
1986	2.8	1.0	3.6	6.4	1.9	1.1	1.7	2.3	2.7	2.3	6,002
1990	6.0	1.2	4.7	8.4	1.9	8.0	3.8	2.9	2.2	3.7	10,368
1993	10.2	3.2	5.1	11.6	2.5	5.1	4.9	4.2	5.0	5.4	14,668
1994	10.6	3.2	5.5	10.0	2.5	5.0	4.9	4.1	3.8	5.3	14,166
1995	9.7	3.1	5.4	8.9	2.3	4.4	5.7	4.2	2.7	5.0	12,940
1996	10.3	8.3	5.4	8.4	2.1	4.1	6.1	4.5	2.7	6.0	15,865
Total Successful Completer Grades Awarded											
1981	35,904	30,317	21,679	4,662	43,076	11,175	29,046	34,950	16,736	62.8	227,545
1986	27,580	22,921	15,276	6,508	34,277	6,198	22,941	27,600	12,516	67.5	175,817
1990	28,081	26,044	15,431	8,193	32,954	9,543	22,862	27,946	14,902	66.4	185,956
1993	28,756	27,864	16,291	10,262	30,601	9,054	24,089	29,572	13,442	70.1	189,931
1994	28,701	28,223	15,570	9,184	27,855	8,971	23,133	27,790	12,646	68.2	182,073
1995	27,262	28,111	14,557	9,658	26,664	8,540	22,604	27,748	12,676	69.1	177,820
1996	27,680	30,729	14,798	10,075	26,057	8,008	23,629	27,998	13,453	69.0	182,427

Source: Data Processing Report D5120, Grade Distribution by Department. 1985 data is not available.
*Includes X grades and credit by exam. Not used in calculating grade point averages

TABLE 20.2
GRADE DISTRIBUTION BY COLLEGE, FALL 1981 - FALL 1996
(Failing and Non-Completers)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District %	Number
Percent "F" Grades											
1981	5.3	4.7	5.1	5.0	6.5	9.4	4.2	5.1	5.0	5.5	19,747
1986	6.7	6.7	7.1	7.0	6.5	9.3	5.3	6.8	9.4	6.9	17,873
1990	6.7	7.1	5.8	5.1	5.8	6.8	6.2	6.1	7.4	6.4	17,864
1993	5.1	6.0	5.0	5.7	5.2	6.8	4.6	5.4	5.9	5.4	14,643
1994	4.8	6.8	5.4	6.3	5.3	6.8	5.0	5.4	7.1	5.7	15,253
1995	3.8	6.8	4.8	7.3	5.5	7.0	3.4	6.0	6.8	5.5	14,115
1996	4.4	6.6	4.9	7.4	5.3	6.9	4.8	5.4	7.0	5.6	14,868
Percent No-Credit Grades											
1981	1.8	0.6	1.0	1.3	0.5	2.9	0.1	1.2	0.2	1.0	3,512
1986	2.1	0.6	1.2	2.8	0.3	0.7	0.5	1.4	1.0	1.1	2,779
1990	4.0	0.5	1.7	6.1	0.6	5.4	1.4	1.3	1.3	2.0	5,525
1993	4.0	1.2	1.5	4.2	1.1	4.4	2.1	1.3	1.3	2.1	5,692
1994	3.5	0.9	1.7	4.5	0.8	4.6	2.0	1.4	2.1	2.1	5,490
1995	2.5	0.9	1.3	2.6	0.6	2.6	1.7	1.5	2.0	1.6	4,116
1996	2.1	0.8	1.4	3.4	0.7	2.0	1.9	1.7	1.5	1.9	4,990
Percent "I" (Incompletes)											
1981	3.4	3.6	1.7	3.3	2.5	3.1	1.8	3.0	1.4	2.7	9,734
1986	2.4	2.3	1.4	2.9	1.5	2.5	1.0	2.3	2.1	2.0	5,080
1990	2.5	2.7	1.9	2.2	1.7	2.5	1.4	2.2	2.1	2.1	5,991
1993	1.8	2.5	1.2	2.5	1.5	2.2	1.3	2.0	1.8	1.8	4,963
1994	1.8	2.3	1.5	2.3	1.4	1.9	1.3	2.0	2.3	1.8	4,857
1995	1.6	1.9	1.4	2.1	1.4	1.9	0.9	1.8	1.8	1.6	4,137
1996	2.1	1.8	1.2	2.3	1.6	2.3	1.4	2.1	2.2	1.9	4,894
Percent "W" (Withdrawals)											
1981	28.7	26.8	24.7	25.2	22.1	31.1	26.2	29.5	30.7	26.9	97,615
1986	21.6	22.2	23.1	23.7	21.5	24.6	20.0	24.9	23.6	22.5	10,683
1990	21.7	23.4	25.2	23.7	23.2	24.3	18.7	24.0	25.9	23.1	10,691
1993	20.3	18.9	23.3	18.4	20.2	22.3	19.5	20.7	24.0	20.6	9,441
1994	21.0	20.1	24.9	20.6	22.0	26.9	20.2	22.9	25.2	22.2	9,305
1995	23.2	21.2	25.1	17.0	21.5	23.8	23.0	20.8	23.6	22.1	8,846
1996	20.3	20.4	24.7	18.9	21.7	25.2	20.8	21.7	23.0	21.5	9,337
Percent Other Non-Completer Grades*											
1981	0.3	2.2	4.7	4.5	0.2	0.1	0.9	0.0	1.2	1.1	4,088
1986	0.0	0.0	0.1	1.0	0.0	0.0	0.0	0.0	0.1	0.1	174
1990	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.0	103
1993	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2	0.0	86
1994	0.0	0.0	0.0	0.3	0.0	0.1	0.0	0.0	0.0	0.0	79
1995	0.0	0.0	0.1	0.3	0.0	0.3	0.1	0.0	0.1	0.1	185
1996	0.0	0.0	0.1	1.0	0.0	0.0	0.0	0.0	0.1	0.1	200
Total Failing or Non-Complete Grades Awarded											
1981	23,446	18,571	12,762	3,013	20,058	9,767	14,368	22,220	10,491	37.2	134,696
1986	13,479	10,687	7,513	3,876	14,557	3,669	8,404	15,154	7,131	32.5	84,470
1990	15,046	13,303	8,161	4,848	15,013	6,127	8,795	14,128	8,697	33.6	94,118
1993	13,009	11,168	7,348	4,617	11,859	5,032	9,139	12,315	6,662	29.9	81,149
1994	13,009	12,157	7,846	4,759	11,581	6,039	9,186	12,906	7,345	31.8	84,828
1995	12,383	12,527	7,039	4,023	10,914	4,722	9,291	11,956	6,615	30.9	79,470
1996	12,336	12,944	7,079	4,975	10,810	4,600	9,657	12,537	6,888	31.0	81,826

Source: Data Processing Report D5120, Grade Distribution by Department. 1985 data is not available.
*Includes in progress (IP) and report deleted(RD). IP is used for courses which are still in progress at the end of the semester. RD is assigned when there is a delay in reporting the grade beyond the control of the student. Neither IP nor RD is used in calculating grade point averages.

TRANSFERS TO UC AND CSU

The tallies in Tables 21.1 and 21.2 are numbers reported by the receiving institutions to the California Postsecondary Education Commission. They are based on the last community college attended before transferring and thus include only those students who transfer directly from Los Angeles Community Colleges to four-year colleges in California. They do not include LACCD students who attend colleges outside the District before transferring to four year schools, or who transfer to colleges and universities outside the state. They may thus understate the full contributions of District colleges to the transfer function.

Before 1984, data from private institutions was erratic and incomplete; in recent years it has improved, and the larger numbers of recent years reflect a more accurate count. However, there is no data on non-fall "full-year" transfers to these institutions. The University of California has been unable to provide full and reliable data on full-year transfers before the 1986-87 academic year, and there is no full-year data for any schools after 1993-94. For these reasons, and given the variations of transfers described above, analysis of long-term trends have focused on fall transfers to the UC and CSU systems.

Ideally, community college students having the intent to transfer would be flagged and tracked to all four-year institutions. The percent of such students transferring would be the transfer rate. As noted above, however, current transfer data are in the form of aggregate numbers reported by **some** of the possible receiving institutions. In addition, there is no consistent or reliable indicator of transfer intent. As discussed in a previous chapter, the format of the educational goals question has changed over time, requires a forced and unrealistic choice between occupational and transfer goals, and reflects the student's response only at the time of application.

Nevertheless, some means of appraising transfer performance by an institution is desirable. We have done this in two ways in the figures included in this section. Figures 21.1 and Figures 21.2 trace the number of transfers from the District to the University of California and to the California State Universities and Colleges and compare them to the numbers transferring from all California community colleges over the same period. Figure 21.3 compares the number of District transfers to UC and CSU institutions to two different entering cohorts. The first is all first-time college students entering three years prior to the fall of transfer. Transfers in Fall 1978 are compared to the number of first-time students in Fall 1975, etc. The second cohort is all new students, including those with some previous college experience, two years prior to the fall of transfer.

These various comparisons indicate that transfer numbers have roughly followed changes in total enrollment both for the District and the state as a whole. Fall transfers to University of California campuses declined sharply until 1986, particularly for the District, mirroring but somewhat exaggerating the enrollment declines of that period. Since that point they have rebounded to even higher levels for both the District and the state, reflecting but again exaggerating the enrollment growth. For transfers to CSU institutions the rebound appears to have begun more recently, with the District curve lagging behind that of the state and reflecting a weaker enrollment increase for the District. The combined transfers to UC and CSU fell behind increases in the entering cohorts in the early 1980's and the early 1990's but now, again appear to be in line with the long-term relationship.

Table 21.3 reports an ethnic percentage breakdown of full-year transfers by each LACCD college and the District as whole to the UC and CSU systems, with a section showing transfers from the entire CCC system for comparison. Non-resident aliens are not included in the ethnic tallies (contrary to other ethnic distributions in this volume), and are instead included in the "unknown" category. Data at this level of detail are not yet available for the 1995-96 Academic Year.

TABLE 21.1
FALL SEMESTER TRANSFERS TO CALIFORNIA PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS BY COLLEGE, 1978 THROUGH 1995

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1978	129	46	39	2	123	12	5	143	37	536
1980	104	37	48	4	104	7	5	120	37	466
1984	59	38	30	10	113	5	4	81	13	353
1990	66	78	36	4	137	8	3	94	21	447
1991	72	82	38	8	160	5	6	104	21	496
1992	70	56	34	11	203	5	5	148	33	565
1993	79	65	17	13	195	2	3	138	33	545
1994	63	80	27	13	209	4	9	129	38	572
1995	67	77	33	10	180	3	9	123	25	527
California State Universities and Colleges										
1978	493	461	428	49	874	186	173	727	198	3,589
1980	475	390	402	55	794	137	150	652	239	3,294
1984	336	360	337	42	752	110	123	494	149	2,703
1990	329	326	232	42	602	85	90	476	168	2,350
1991	295	314	184	45	563	88	106	405	134	2,134
1992	216	274	184	64	508	61	88	389	136	1,920
1993	239	246	159	78	522	82	91	405	136	1,958
1994	238	305	191	79	436	74	97	392	127	1,939
1995	256	329	207	109	580	93	119	466	148	2,307
California Private Institutions										
1984	67	35	51	5	55	8	10	37	25	293
1990	61	20	32	13	53	4	15	68	34	300
1991	26	23	14	8	56	7	7	39	32	212
1992	18	16	19	3	34	8	6	36	20	160
1993	11	17	5	2	31	7	4	25	17	119
1994	17	22	13	3	26	2	0	38	20	141
1995	47	39	23	7	44	18	13	46	19	256
Total Known Fall Transfers to California Public and Private Institutions										
1978*	622	507	467	51	997	198	178	870	235	4,125
1980*	579	427	450	59	898	144	155	772	276	3,760
1984	462	433	418	57	920	123	137	612	187	3,349
1990	456	424	300	59	792	97	108	638	223	3,097
1991	393	419	236	61	779	100	119	548	187	2,842
1992	304	346	237	78	745	74	99	573	189	2,645
1993	329	328	181	93	748	91	98	568	186	2,622
1994	318	407	231	95	671	80	106	559	185	2,652
1995	370	445	263	126	804	114	141	635	192	3,090

Source: Reports from California State Department of Finance (to 1897) and from California Postsecondary Education Commission (CPEC), Sacramento, 1987-1997.

*Totals for 1978 and 1980 include transfers to UC and CSU only. Figures for private institutions are not available before 1984.

TABLE 21.2
FULL-YEAR TRANSFERS TO CALIFORNIA PUBLIC FOUR-YEAR INSTITUTIONS BY COLLEGE, 1981-82 THROUGH FALL 1995

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
University of California										
1986-87	63	40	30	5	112	3	5	112	30	536
1987-88	88	54	33	2	112	1	4	112	29	435
1988-89	89	67	31	3	120	2	4	126	37	479
1989-90	84	61	45	4	159	1	4	129	35	522
1990-91	96	96	47	5	187	9	5	140	29	614
1991-92	84	96	43	8	189	5	7	138	30	600
1992-93	83	63	37	13	240	5	5	170	41	657
1993-94	92	79	24	14	239	5	3	185	39	680
1994-95	78	90	40	13	260	4	9	164	45	703
1995-96	86	91	40	12	215	4	10	169	39	666
California State University										
1981-82	806	707	570	59	1,256	208	236	911	326	5,079
1982-83	780	626	523	68	1,281	199	198	903	303	4,881
1983-84	736	593	498	57	1,143	184	233	809	260	4,513
1984-85	601	646	514	60	1,218	195	208	814	228	4,484
1985-86	655	568	377	49	1,122	136	198	743	209	4,057
1986-87	562	489	388	57	1,011	128	170	691	159	3,655
1987-88	542	544	377	59	943	83	185	722	168	3,623
1988-89	509	438	358	67	923	101	152	654	218	3,420
1989-90	518	497	360	102	865	104	151	692	222	3,511
1990-91	533	562	347	69	970	127	163	760	260	3,791
1991-92	468	520	288	70	881	126	162	723	200	3,438
1992-93	382	459	272	89	689	103	155	574	205	2,928
1993-94	394	478	271	121	769	141	167	636	219	3,196
1994-95	399	516	306	117	705	112	169	643	227	3,194
1995-96	417	523	336	169	882	152	198	717	226	3,620
Total Known Full-Year Transfers to California Public Institutions										
1986-87	625	529	418	62	1,123	131	175	803	189	4,191
1987-88	630	598	410	61	1,055	84	189	834	197	4,058
1988-89	598	505	389	70	1,043	103	156	780	255	3,899
1989-90	602	558	405	106	1,024	105	155	821	257	4,033
1990-91	629	658	394	74	1,157	136	168	900	289	4,405
1991-92	552	616	331	78	1,070	131	169	861	230	4,038
1992-93	465	522	309	102	929	108	160	744	246	3,585
1993-94	486	557	295	135	1,008	146	170	821	258	3,876
1994-95	477	606	346	130	965	116	178	807	272	3,897
1995-96	503	614	376	181	1,097	156	208	886	265	4,286

Source: Reports from California State Department of Finance (to 1897) and from California Postsecondary Education Commission (CPEC), Sacramento, 1987-1997.

Full-year figures for UC are not available before 1986-87. There are no full-year data for private institutions.

FIGURE 19.1: FALL TRANSFERS TO THE UNIVERSITY OF CALIFORNIA FROM LACCD COLLEGES AND ALL CALIFORNIA COMMUNITY COLLEGES, FALL 1978 - FALL 1995

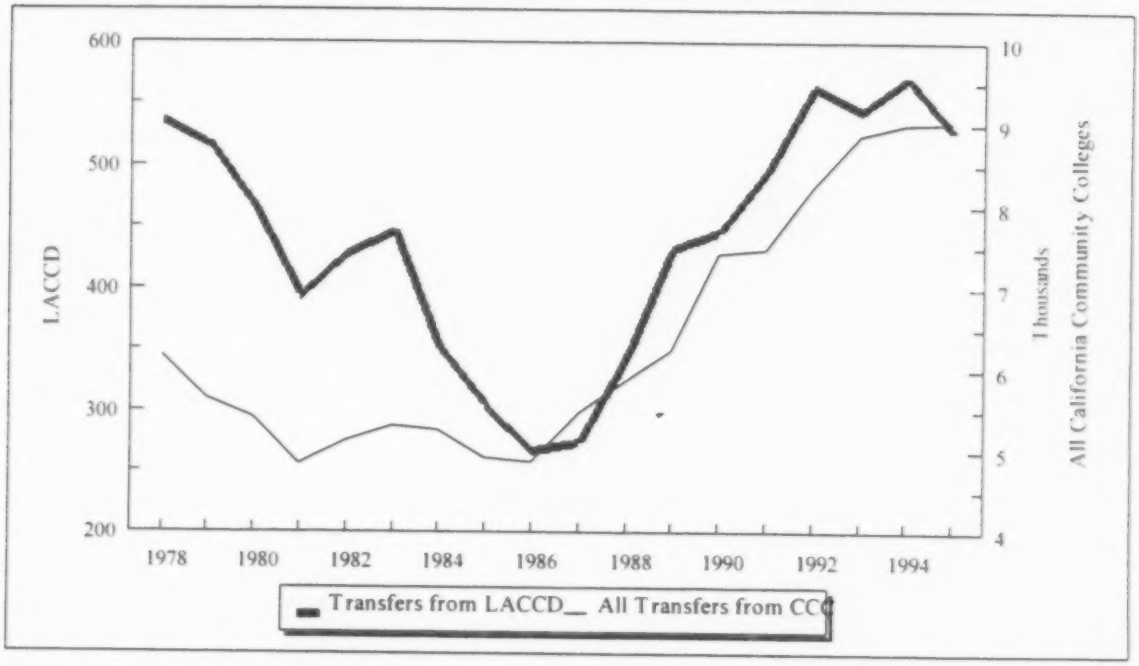

FIGURE 19.2: FALL TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY FROM LACCD COLLEGES AND ALL CALIFORNIA COMMUNITY COLLEGES, FALL 1978 - FALL 1995

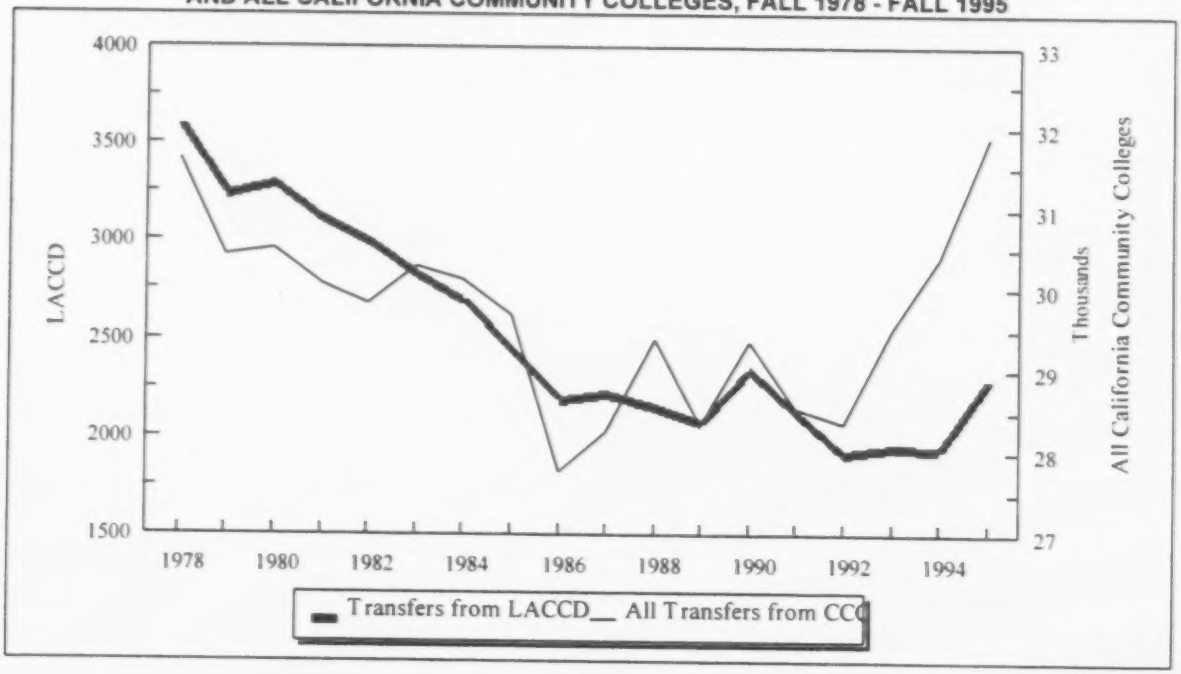

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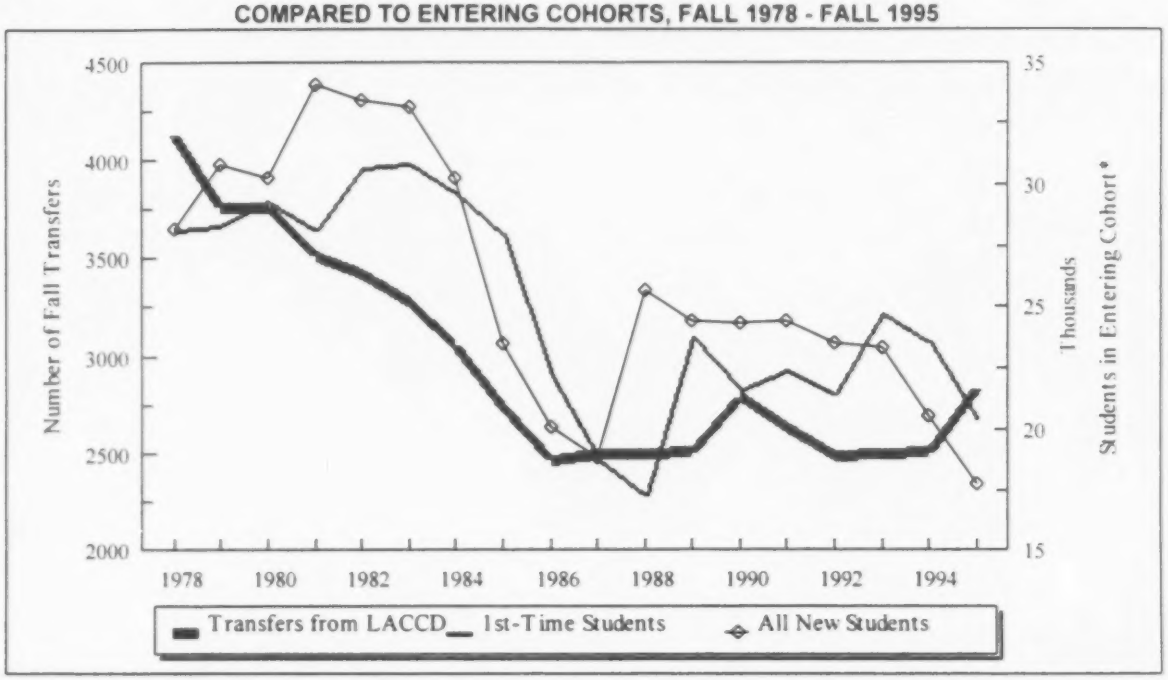
FIGURE 19.3:
FALL TRANSFERS TO UC AND CSU FROM LACCD COLLEGES
COMPARED TO ENTERING COHORTS, FALL 1978 - FALL 1995



**1st-Time Students* are all new to college students entering three years prior to semester of transfer as reported in Table 10. *All New Students* are 1st-time students plus new transfers into LACCD colleges two years prior to semester of transfer out.. Their numbers have been indexed to the 1st-Time cohort for comparison.

TABLE 21.3
ETHNIC DISTRIBUTION OF TRANSFERS BY COLLEGE, DISTRICT AND STATE
1991-92 THROUGH 1994-95
(Percentages)

	Asian	Black	Hispanic	Native American	Total Minority	White	Unknown*	TOTAL
Los Angeles City College								
1991-92								
UC	39.3	9.5	17.9	0.0	66.7	31.0	2.4	84
CSU	27.1	19.9	24.1	0.6	71.8	12.4	15.8	468
Total	29.0	18.3	23.2	0.5	71.0	15.2	13.8	552
1992-93								
UC	51.8	9.6	16.9	0.0	78.3	19.3	2.4	83
CSU	24.3	14.7	28.0	0.3	67.3	14.4	18.3	382
Total	29.2	13.8	26.0	0.2	69.2	15.3	15.5	465
1993-94								
UC	47.8	6.5	18.5	0.0	72.8	22.8	4.3	92
CSU	28.9	14.5	28.4	0.5	72.3	11.9	15.7	394
Total	32.5	13.0	26.5	0.4	72.4	14.0	13.6	486
1994-95								
UC	43.6	7.7	15.4	0.0	66.7	33.3	0.0	78
CSU	20.3	16.8	29.8	0.3	67.2	13.0	19.8	399
Total	24.1	15.3	27.5	0.2	67.1	16.4	16.6	477
East Los Angeles College								
1991-92								
UC	31.3	0.0	60.4	0.0	91.7	5.2	3.1	96
CSU	22.3	2.5	53.3	0.4	78.5	5.6	16.0	520
Total	23.7	2.1	54.4	0.3	80.5	5.5	14.0	616
1992-93								
UC	39.7	0.0	55.6	0.0	95.2	3.2	1.6	63
CSU	19.0	1.7	54.9	0.4	76.0	4.8	19.2	459
Total	21.5	1.5	55.0	0.4	78.4	4.6	17.0	522
1993-94								
UC	29.1	1.3	65.8	0.0	96.2	2.5	1.3	79
CSU	16.7	2.7	57.7	0.2	77.4	5.2	17.4	478
Total	18.5	2.5	58.9	0.2	80.1	4.8	15.1	557
1994-95								
UC	38.9	1.1	52.2	1.1	93.3	6.7	0.0	90
CSU	21.3	1.9	53.5	0.8	77.5	3.5	19.0	516
Total	23.9	1.8	53.3	0.8	79.9	4.0	16.2	606
Los Angeles Harbor College								
1991-92								
UC	20.9	2.3	16.3	0.0	39.5	46.5	14.0	43
CSU	12.8	14.2	17.7	0.7	45.5	39.2	15.3	288
Total	13.9	12.7	17.5	0.6	44.7	40.2	15.1	331
1992-93								
UC	24.3	2.7	13.5	0.0	40.5	54.1	5.4	37
CSU	11.0	12.5	20.6	0.7	44.9	41.2	14.0	272
Total	12.6	11.3	19.7	0.6	44.3	42.7	12.9	309
1993-94								
UC	33.3	12.5	12.5	0.0	58.3	37.5	4.2	24
CSU	14.0	13.3	19.9	0.0	47.2	39.5	13.3	271
Total	15.6	13.2	19.3	0.0	48.1	39.3	12.5	295
1994-95								
UC	27.5	2.5	15.0	0.0	45.0	55.0	0.0	40
CSU	12.1	14.1	22.2	0.7	49.0	33.3	17.6	306
Total	13.9	12.7	21.4	0.6	48.6	35.8	15.6	346

Continued on Next Page

TABLE 21.3 (Cont.)

	Asian	Black	Hispanic	Native American	Total Minority	White	Unknown*	TOTAL
Los Angeles Mission College								
1991-92								
UC	250	125	125	00	500	500	00	8
CSU	86	43	471	00	600	343	57	70
Total	103	51	436	00	590	359	51	78
1992-93								
UC	154	00	385	77	615	308	77	13
CSU	67	112	416	00	596	270	135	89
Total	78	98	412	10	598	275	127	102
1993-94								
UC	143	00	500	71	714	286	00	14
CSU	58	74	455	17	603	306	91	121
Total	67	67	459	22	615	304	81	135
1994-95								
UC	308	00	462	00	769	231	00	13
CSU	34	85	504	09	632	205	162	117
Total	62	77	500	08	646	208	146	130
Los Angeles Pierce College								
1991-92								
UC	169	05	111	16	302	624	74	189
CSU	114	25	108	11	258	595	148	881
Total	123	21	108	12	265	600	135	1,070
1992-93								
UC	154	13	100	13	279	646	75	240
CSU	118	26	84	06	234	605	161	689
Total	127	23	88	08	245	616	139	929
1993-94								
UC	155	21	100	04	280	678	42	239
CSU	166	21	109	08	304	506	190	769
Total	164	21	107	07	299	547	155	1,008
1994-95								
UC	196	31	69	04	300	662	38	260
CSU	160	35	113	06	315	489	196	705
Total	170	34	102	05	311	536	153	965
Los Angeles Southwest College								
1991-92								
UC	200	200	600	00	1000	00	00	5
CSU	00	817	71	00	889	40	71	126
Total	08	794	92	00	893	38	69	131
1992-93								
UC	00	600	200	00	800	200	00	5
CSU	00	825	58	10	893	39	68	103
Total	00	815	65	09	889	46	65	108
1993-94								
UC	00	1000	00	00	1000	00	00	5
CSU	21	830	85	00	936	07	57	141
Total	21	836	82	00	938	07	55	146
1994-95								
UC	00	250	750	00	1000	00	00	4
CSU	27	696	107	09	839	54	107	112
Total	26	681	129	09	845	52	103	116

Continued on Next Page

TABLE 21.3 (Cont.)

	Asian	Black	Hispanic	Native American	Total Minority	White	Unknown*	TOTAL
Los Angeles Trade-Technical College								
1991-92								
UC	14.3	14.3	57.1	0.0	85.7	14.3	0.0	7
CSU	10.5	45.1	28.4	0.0	84.0	3.1	13.0	162
Total	10.7	43.8	29.6	0.0	84.0	3.6	12.4	169
1992-93								
UC	0.0	20.0	60.0	0.0	80.0	20.0	0.0	5
CSU	16.8	34.2	30.3	0.6	81.9	4.5	13.5	155
Total	16.3	33.8	31.3	0.6	81.9	5.0	13.1	160
1993-94								
UC	33.3	0.0	33.3	0.0	66.7	33.3	0.0	3
CSU	16.2	35.9	33.5	0.6	86.2	4.8	9.0	167
Total	16.5	35.3	33.5	0.6	85.9	5.3	8.8	170
1994-95								
UC	33.3	0.0	55.6	0.0	88.9	11.1	0.0	9
CSU	13.6	40.8	31.4	2.4	88.2	5.3	6.5	169
Total	14.6	38.8	32.6	2.2	88.2	5.6	6.2	178
Los Angeles Valley College								
1991-92								
UC	21.7	2.2	15.2	2.2	41.3	50.0	8.7	138
CSU	11.3	4.7	18.5	1.2	35.8	50.1	14.1	723
Total	13.0	4.3	18.0	1.4	36.7	50.1	13.2	861
1992-93								
UC	17.1	4.7	15.9	1.8	39.4	50.0	10.6	170
CSU	12.4	5.2	16.2	1.0	34.8	45.8	19.3	574
Total	13.4	5.1	16.1	1.2	35.9	46.8	17.3	744
1993-94								
UC	22.2	3.2	17.8	1.6	44.9	51.9	3.2	185
CSU	14.8	3.9	22.0	1.1	41.8	41.2	17.0	636
Total	16.4	3.8	21.1	1.2	42.5	43.6	13.9	821
1994-95								
UC	15.9	3.0	22.0	1.8	42.7	53.0	4.3	164
CSU	13.8	5.6	18.7	1.4	39.5	41.2	19.3	643
Total	14.3	5.1	19.3	1.5	40.1	43.6	16.2	807
West Los Angeles College								
1991-92								
UC	6.7	23.3	13.3	0.0	43.3	53.3	3.3	30
CSU	10.0	46.5	13.0	0.5	70.0	15.0	15.0	200
Total	9.6	43.5	13.0	0.4	66.5	20.0	13.5	230
1992-93								
UC	17.1	17.1	2.4	4.9	41.5	51.2	7.3	41
CSU	6.3	56.1	5.9	0.5	68.8	19.0	12.2	205
Total	8.1	49.6	5.3	1.2	64.2	24.4	11.4	246
1993-94								
UC	15.4	23.1	7.7	0.0	46.2	53.8	0.0	39
CSU	7.3	50.2	7.8	1.4	66.7	18.7	14.6	219
Total	8.5	46.1	7.8	1.2	63.6	24.0	12.4	258
1994-95								
UC	20.0	24.4	22.2	2.2	68.9	26.7	4.4	45
CSU	7.0	48.0	11.5	1.8	68.3	15.9	15.9	227
Total	9.2	44.1	13.2	1.8	68.4	17.6	14.0	272

Continued on Next Page

TABLE 21.3 (Cont.)

	Asian	Black	Hispanic	Native American	Total Minority	White	Unknown*	TOTAL
Los Angeles Community College District								
1991-92								
UC	23.3	3.8	22.3	1.0	50.5	43.2	6.3	680
CSU	14.7	13.8	22.8	0.8	52.1	33.4	14.5	3,438
Total	16.0	12.3	22.7	0.8	51.9	34.9	13.2	4,038
1992-93								
UC	23.1	4.7	17.5	1.4	46.7	46.4	6.8	657
CSU	13.9	14.0	22.8	0.6	51.3	32.2	16.5	2,928
Total	15.6	12.3	21.8	0.8	50.5	34.8	14.7	3,585
1993-94								
UC	23.8	5.1	20.6	0.7	50.3	46.5	3.2	680
CSU	15.9	13.9	25.2	0.7	55.6	28.7	15.7	3,196
Total	17.3	12.3	24.4	0.7	54.7	31.8	13.5	3,876
1994-95								
UC	24.6	4.7	20.3	0.9	50.5	46.8	2.7	703
CSU	14.9	14.0	25.5	0.9	55.3	26.8	17.9	3,194
Total	16.7	12.3	24.5	0.9	54.4	30.4	15.1	3,897
California Community Colleges								
1991-92								
UC	17.7	2.9	11.8	1.4	33.7	60.0	6.3	9,972
CSU	12.7	5.5	13.2	1.2	32.7	54.5	12.8	44,900
Total	13.6	5.0	13.0	1.2	32.9	55.5	11.6	54,872
1992-93								
UC	19.5	2.7	12.1	1.2	35.5	57.6	6.9	9,993
CSU	13.7	5.5	14.1	1.2	34.5	51.4	14.1	40,980
Total	14.9	4.9	13.7	1.2	34.7	52.6	12.7	50,973
1993-94								
UC	23.6	2.8	12.2	1.0	39.5	54.2	6.3	10,940
CSU	15.4	5.5	15.3	1.2	37.4	47.4	15.1	44,420
Total	17.0	5.0	14.7	1.2	37.9	48.8	13.4	55,360
1994-95								
UC	26.7	3.3	13.3	1.2	44.5	51.4	4.2	10,929
CSU	16.9	5.7	15.9	1.1	39.6	45.6	14.8	46,912
Total	18.8	5.2	15.4	1.2	40.5	46.7	12.8	57,841

Source: Student Profiles, California Post-Secondary Education Commission, 1995-1996.

*Includes Non-Resident Aliens

AWARDS CONFERRED

Until 1993-94, the confirmed figures listed here for awards conferred in the various categories were obtained directly from the Admissions Offices at the colleges. However, they often exceeded the numbers recorded in the HEGIS and IPEDS reports, and even those submitted from the District database to the state Management Information System (MIS); the latter were often submitted before the total year's tally by the Admissions offices had been completed. Recently, the computerized input of awards data by colleges has improved, and the figures here from 1993-94 on have been obtained from the District database.

The districtwide trend in degrees has paralleled that in fall transfers, declining in steps from 1978-79 until 1986-87. After that year, it varied little until the 9% increase in 1991-92. Degree tallies have always been well above the numbers of fall transfers, but slightly below the full-year totals, for as long as they have been available. The 1982-83 peak in degrees and certificates occurred after a surge in first-time students in Fall 1979 and 1980, while the low point in 1990-91 followed a mid-80s enrollment decline. In 1995-96, The number of degree awards continued to recover from its 1990-91 nadir, while occupational certificates declined in number from the previous year.

FIGURE 20: DISTRICTWIDE AWARDS CONFERRED BY TYPE, 1978-79 THROUGH 1995-96

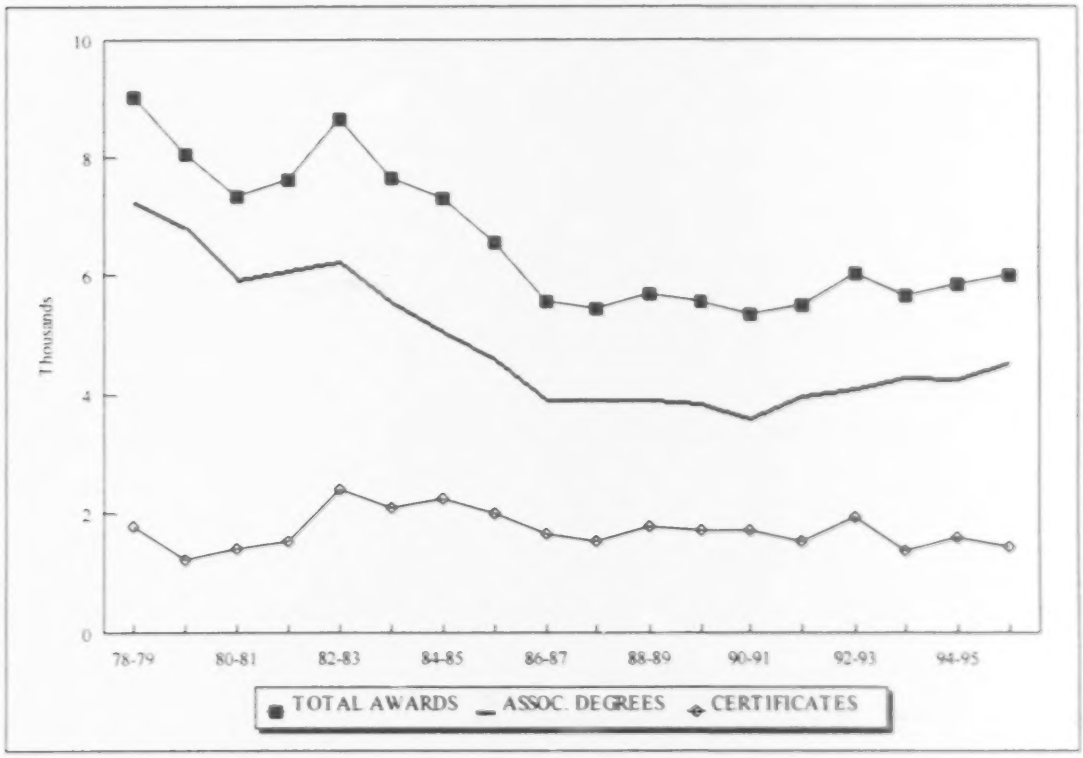


TABLE 22

AWARDS CONFERRED BY TYPE AND COLLEGE, 1978-79 THROUGH 1995-96

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Associate Degrees										
1978-79	1,219	908	707	106	1,156	398	694	1,734	325	7,247
1979-80	1,263	923	553	130	1,155	294	630	1,478	406	6,832
1980-81	1,256	1,130	486	79	1,133	429	638	448	352	5,951
1985-86	683	768	460	98	980	213	562	647	189	4,600
1987-88	549	754	425	193	883	167	354	493	123	3,941
1988-89	384	700	419	204	874	193	375	514	256	3,919
1989-90	641	597	359	215	753	159	376	539	228	3,867
1990-91	457	577	365	184	772	148	380	515	228	3,626
1991-92	501	608	414	181	789	215	446	556	272	3,982
1992-93	531	612	362	234	844	238	495	564	224	4,104
1993-94	459	706	462	182	836	248	497	591	326	4,307
1994-95	545	641	418	204	848	267	470	561	312	4,266
1995-96	626	645	513	208	750	294	594	646	284	4,560
Certificates										
1978-79	0	258	79	0	57	0	1,029	287	69	1,779
1979-80	0	276	26	0	57	0	641	166	58	1,224
1980-81	7	198	55	0	50	0	961	10	134	1,415
1985-86	149	218	49	27	44	48	1,071	160	223	1,989
1987-88	181	141	41	82	60	34	741	103	135	1,518
1988-89	197	383	28	98	34	67	723	104	136	1,770
1989-90	211	261	23	112	42	138	705	87	131	1,710
1990-91	139	438	23	99	46	55	637	110	176	1,723
1991-92	144	60	44	92	60	62	746	113	218	1,539
1992-93	135	276	40	131	66	107	806	130	237	1,928
1993-94	62	103	29	103	50	102	600	168	161	1,378
1994-95	217	79	18	76	70	119	730	113	172	1,594
1995-96	46	63	46	80	61	126	790	90	137	1,439
Total Awards										
1978-79	1,219	1,166	786	106	1,213	398	1,723	2,021	394	9,026
1979-80	1,263	1,199	579	130	1,212	294	1,271	1,644	464	8,056
1980-81	1,263	1,328	541	79	1,183	429	1,599	458	486	7,366
1985-86	832	986	509	125	1,024	261	1,633	807	412	6,589
1987-88	730	895	466	275	943	201	1,095	596	258	5,459
1988-89	581	1,083	447	302	908	260	1,098	618	392	5,689
1989-90	852	858	382	327	795	297	1,081	626	359	5,577
1990-91	596	1,015	388	283	818	203	1,017	625	404	5,349
1991-92	645	668	458	273	849	277	1,192	669	490	5,521
1992-93	666	888	402	365	910	345	1,301	694	461	6,032
1993-94	521	809	491	285	886	350	1,097	759	487	5,685
1994-95	762	720	436	280	918	386	1,200	674	484	5,860
1995-96	672	708	559	288	811	420	1,384	736	421	5,999

Sources: Higher Education General Information Surveys (HEGIS), MEDS Degrees and Certificates Reports, and College Deans of Admissions.

Special Services

- Federal legislation on handicapped access has caused an increase since 1990 in the number of students seeking Disabled Services.
- Growth of regular financial aid participation has outstripped EOPS enrollment, which declined slightly in 1995-96. The number of Financial Aid recipients has almost doubled since 1990-91.
- Foreign student enrollment started to decline in the mid-90s after a decade-long increase. City and East together enroll 61% of these students.
- The number of students entering the GAIN program in the LACCD has declined sharply in the last two years. Only a third of the students who have ever enrolled in the program have completed it.

SERVICES TO SPECIAL GROUPS

This table shows the number of students enrolled in any of several specially funded programs, plus the number of tuition-paying foreign students on F-1 visas receiving special counseling. The Veterans' program, listed in previous years, has been omitted from the table. Since the Veterans' Cost of Instruction Program (VCIP), which awarded grants to veteran students through the District, was discontinued, veterans have received their grants directly from the federal Veteran's Administration. The Veterans Educational Opportunity Program, which replaced the VCIP, offers only specialized counseling to a decreasing pool of veterans. The program is now implemented irregularly if at all on most campuses, and an accurate count of contacted veterans has become difficult to obtain.

The number of students served by the various programs has generally fluctuated along with enrollment. Changes in administrative structure and state and federal regulations have also had some impact. The imposition of student fees in 1984 and later escalation of these charges have probably also affected the number of students seeking aid. Financial aid recipients now stand at an all-time high both in absolute numbers and as a proportion of total enrollment. EOPS enrollment has also grown substantially since 1987-88, and has returned to the levels of the late 1970's as a proportion of enrollment. The passage of the federal Americans with Disabilities Act in the spring of 1990 has brought about an increase in DSPS enrollees in recent years.

The total number of foreign students has declined since reaching a peak in 1991-92. This group includes only non-residents who must pay full tuition. Efforts to recruit and counsel these students have been carried out by campus-based advisers, under the coordination of the District Institute of International Education.

FIGURE 21: FINANCIAL AID RECIPIENTS, EOPS AND DISABLED STUDENTS AS PER CENT OF ENROLLMENT, 1977-78 THROUGH 1995-96

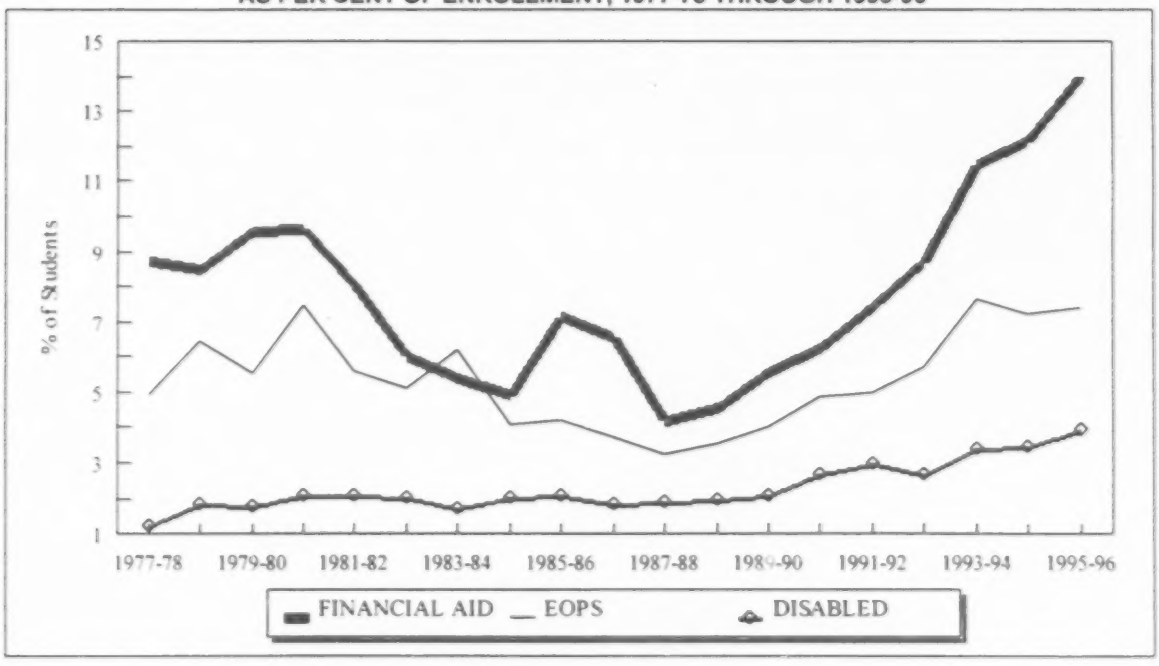


TABLE 23

SERVICES TO SPECIAL GROUPS: DISABLED STUDENTS, EOPS STUDENTS, FINANCIAL AID RECIPIENTS AND FOREIGN STUDENTS, 1977-78 THROUGH 1995-96

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
Disabled Students Served										
1977-78	405	206	79	9	460	118	319	463	85	2,144
1980-81	952	331	156	77	664	178	655	549	222	3,784
1985-86	404	261	147	95	451	88	479	415	133	2,473
1990-91	703	474	316	233	683	188	446	785	308	4,136
1991-92	752	494	312	349	870	230	481	812	311	4,611
1992-93	711	435	253	217	755	81	282	705	285	3,724
1993-94	868	507	300	283	778	85	326	866	294	4,307
1994-95	898	535	343	283	831	154	343	988	238	4,613
1995-96	1,099	580	355	285	867	161	437	959	297	5,040
EOPS Students Served										
1977-78	2,200	1,569	255	210	97	1,500	1,300	592	510	8,233
1980-81	3,314	2,000	323	320	441	3,500	2,000	700	800	13,398
1985-86	1,337	821	165	56	297	570	834	461	512	5,053
1990-91	2,512	756	307	484	401	637	935	624	462	7,118
1991-92	2,637	854	436	672	543	637	847	672	476	7,774
1992-93	2,443	972	433	762	647	674	891	746	461	8,029
1993-94	3,048	1,165	474	776	767	690	1,485	811	454	9,670
1994-95	2,761	1,273	485	790	777	526	1,571	813	504	9,500
1995-96	2,913	1,360	502	626	856	579	1,180	781	622	9,419
Financial Aid Recipients										
1977-78	4,430	1,420	900	130	560	1,860	2,700	1,610	985	14,595
1980-81	4,472	2,224	702	179	995	2,876	3,233	1,178	1,493	17,352
1985-86	1,931	1,291	410	201	779	914	1,640	861	558	8,585
1990-91	2,321	1,547	741	232	648	779	1,594	777	473	9,112
1991-92	2,465	1,680	1,143	331	1,175	861	1,678	1,292	512	11,137
1992-93	2,625	1,846	1,123	326	1,419	860	2,026	1,359	723	12,307
1993-94	3,275	2,350	1,336	444	1,522	1,103	2,375	1,520	749	14,674
1994-95	3,580	2,749	1,500	324	1,745	963	2,508	1,628	990	15,987
1995-96	3,524	3,004	1,711	381	1,889	945	2,743	2,422	1,221	17,840
Foreign Students Served										
1979-80	224	114	28	9	98	70	85	78	6	712
1980-81	215	100	30	4	120	80	75	86	31	741
1985-86	487	56	20	12	230	49	63	111	152	1,180
1990-91	696	743	204	34	303	19	98	172	229	2,498
1991-92	781	764	274	45	331	15	149	237	277	2,873
1992-93	870	819	268	99	319	5	144	209	256	2,989
1993-94	860	672	227	83	279	4	62	290	189	2,666
1994-95	832	580	231	98	231	2	69	199	147	2,389
1995-96	814	538	198	106	204	2	60	194	100	2,216

Sources: College EOPS and DSPS program directors; Office of Special Services, Human Resources Division, Central Financial Aid Unit, Office of International Education; and college foreign student advisors. Data for Disabled, EOPS, and Financial Aid are unduplicated totals for the academic year. Foreign Students are Fall Semester counts only.

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GREATER AVENUES TO INDEPENDENCE (GAIN)

The Greater Avenues to Independence (GAIN) program is a state-sponsored effort, funded from both federal and state sources through the City and County of Los Angeles, and designed to provide basic skills, job training and other support services to qualified welfare recipients, with the goal of permanent non-subsidized employment. Students are referred by the County Department of Public Social Services, assessed, and enrolled in appropriate classes for basic skills remediation. After completion of these developmental requirements, they move on to vocational training. Table 24 shows completions and non-completions as well as enrollment.

In addition to yearly totals, cumulative totals for enrollment and non-completers have been included in order to track year-to-year changes in the dropout rate.

TABLE 24
GAIN PROGRAM ENROLLMENT, STUDENT PERFORMANCE AND COSTS
1989-90 THROUGH 1995-96
(Costs in Thousands of Dollars)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1989-90										
New Students	397	379	32	34	20	508	408	45	70	1,893
Completions	26	7	3	1	1	38	24	1	9	110
Non-Completers	159	226	9	4	13	191	170	6	10	788
% Not Completing	40.1%	59.6%	28.1%	11.8%	65.0%	37.6%	41.7%	13.3%	14.3%	41.6%
Costs	$216.2	$284.2	$107.4	$107.5	$89.3	$330.3	$251.4	$111.4	$161.6	$1,659.1
1990-91										
Continuers	212	146	20	29	6	279	214	38	51	995
New Students	333	242	158	145	144	490	243	159	118	2,032
Total Enrollment	545	388	178	174	150	769	457	197	169	3,027
Cum. Enrollment	730	621	190	179	164	998	651	204	188	3,925
Completions	11	50	7	15	9	61	73	1	42	269
Non-Completers	119	115	40	30	34	218	127	34	30	747
Cum. Non-Completers	278	341	49	34	47	409	297	40	40	1,535
% Not Completing	38.1%	54.9%	25.8%	19.0%	28.7%	41.0%	45.6%	19.6%	21.3%	39.1%
Costs	$220.6	$302.2	$159.3	$170.0	$147.9	$219.6	$231.2	$154.2	$145.3	$1,750.3
1991-92										
Continuers	415	223	131	129	107	490	257	162	97	2,011
New Students	172	139	93	78	60	394	269	78	95	1,378
Total Enrollment	587	362	224	207	167	884	526	240	192	3,389
Cum. Enrollment	902	760	283	257	224	1,392	920	282	283	5,303
Completions	60	90	35	60	40	104	102	52	60	603
Non-Completers	222	140	108	100	74	346	188	47	92	1,317
Cum. Non-Completers	500	481	157	134	121	755	485	87	132	2,852
% Not Completing	55.4%	63.3%	55.5%	52.1%	54.0%	54.2%	52.7%	30.9%	46.6%	53.8%
Costs	$246.1	$326.4	$243.5	$207.1	$175.6	$348.4	$297.0	$157.8	$203.7	$2,205.7

TABLE 24 (Cont.)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District
1992-93										
Continuers	305	132	81	47	53	434	236	141	40	1,469
New Students	213	214	111	138	62	416	269	143	138	1,704
Total Enrollment	518	346	192	185	115	850	505	284	178	3,173
Cum. Enrollment	1,115	974	394	395	286	1,808	1,189	425	421	7,007
Completions	127	196	64	105	59	182	120	60	52	965
Non-Completers	238	136	72	43	38	227	260	187	61	1,262
Cum. Non-Completers	738	617	229	177	159	982	745	274	193	4,114
% Not Completing	66.2%	63.3%	58.1%	44.8%	55.6%	54.3%	62.7%	64.5%	45.8%	58.7%
Costs	$265.9	$352.2	$173.1	$247.2	$138.9	$332.5	$292.8	$190.8	$153.2	$2,146.6
1993-94										
Continuers	153	14	56	37	18	441	125	37	65	946
New Students	259	274	232	233	148	281	346	157	141	2,071
Total Enrollment	412	288	288	270	166	722	471	194	206	3,017
Cum. Enrollment	1,374	1,248	626	628	434	2,089	1,535	582	562	9,078
Completions	109	114	99	117	43	193	115	48	51	889
Non-Completers	212	95	83	103	92	333	178	110	85	1,291
Cum. Non-Completers	950	712	312	280	251	1,315	923	384	278	5,405
% Not Completing	69.1%	57.1%	49.8%	44.6%	57.8%	62.9%	60.1%	66.0%	49.5%	59.5%
Costs	$259.9	$382.7	$263.7	$197.0	$197.0	$376.9	$293.4	$178.0	$195.5	$2,343.9
1994-95										
Continuers	91	79	106	50	31	196	178	36	70	837
New Students	110	68	90	95	51	250	211	60	66	1,001
Total Enrollment	201	147	196	145	82	446	389	96	136	1,838
Cum. Enrollment	1,484	1,316	716	723	485	2,339	1,746	642	628	10,079
Completions	66	54	74	50	24	92	134	41	34	569
Non-Completers	109	54	76	66	45	275	125	36	66	852
Cum. Non-Completers	1,059	766	388	346	296	1,590	1,048	420	344	6,257
% Not Completing	71.4%	58.2%	54.2%	47.9%	61.0%	68.0%	60.0%	65.4%	54.8%	62.1%
Costs	$256.7	$254.7	$200.8	$183.5	$153.4	$405.9	$302.6	$183.0	$163.8	$2,104.4
1995-96										
Continuers	26	39	46	29	13	79	130	19	36	417
New Students	58	41	38	36	18	96	104	28	35	454
Total Enrollment	84	80	84	65	31	175	234	47	71	871
Cum. Enrollment	1,542	1,357	754	759	503	2,435	1,850	670	663	10,533
Completions	30	23	21	27	12	50	60	12	31	266
Non-Completers	31	22	34	21	10	70	102	16	11	317
Cum. Non-Completers	1,090	788	422	367	306	1,660	1,150	436	355	6,574
% Not Completing	70.7%	58.1%	56.0%	48.4%	60.8%	68.2%	62.2%	65.1%	53.5%	62.4%
Costs	$232.0	$227.0	$176.6	$159.1	$130.5	$360.1	$284.5	$166.9	$139.2	$1,876.0

Source: Office of Student Services, Educational Services Division.

Fiscal and

Personnel Resources

- District General Fund Income in 1995-96 was 23% lower than its 1979-80 level in constant dollars, but the level of funding has stabilized in recent years.

- Early retirement incentives have affected the amount and percentage of instructional expenditures in recent years. In 1995-96, spending on instruction, excluding Department Chairs, was 50% of District expenditures. A fourth of Basic Program spending was for employee benefits.

- Both EOPS and Financial Aid expenditures have increased since larger and uncapped student fees were imposed, although at a slower rate in the past two years. Total funding in non-vocational special project grants declined slightly in 1995-96, but still stood at almost twice its level at the beginning of the decade.

- Vocational Funding levels rose slightly in 1995-96, driven by increases in both VEA funding and state and private grants. Employment Training grants were down slightly.

GENERAL FUND INCOME AND EXPENDITURES

The General Fund includes all funds that may be allocated at the discretion of district and college administration, plus employee benefits and some categorical funding. They include, among others, the funds identified as Program 100, which support the basic operations of the colleges and District. The inflation adjustments expressed in 1979 dollars are based on changes in the consumer price index for all consumers in the Los Angeles area, as reported by the Federal Bureau of Labor Statistics.

In expenditure categories, instructional support includes mainly libraries and learning resource centers. Department Chair expenditures were included under Instructional Administration from 1984-85 through 1988-89. In 1989-90 the state required Department Chairs to be reported under Instruction. In the following year, 1990-91, they were reassigned to Instructional Administration.

FIGURE 22.1: GENERAL FUND INCOME, 1979-80 THROUGH 1995-96

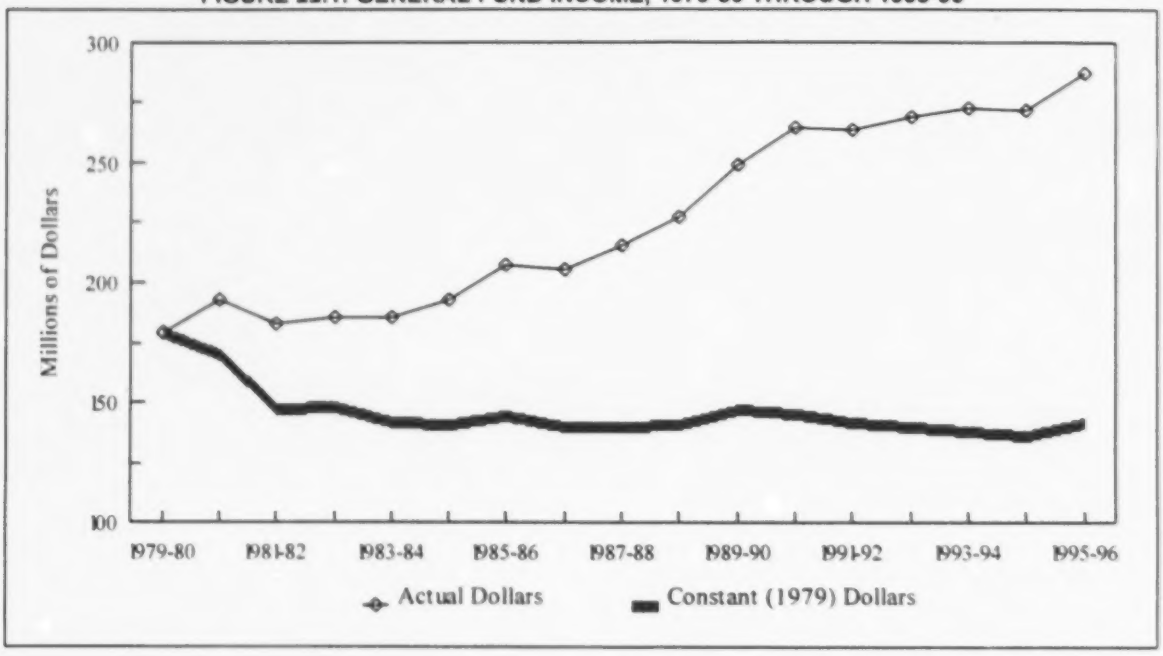


TABLE 25.1
GENERAL FUND INCOME BY SOURCE, 1979-80 THROUGH 1995-96
(Millions of Dollars)

	1979-80	1985-86	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Sources								
Federal (1)	13.47	6.13	16.10	13.79	15.36	16.59	17.61	18.29
State	129.91	142.83	160.21	153.20	150.34	135.14	131.23	139.99
Local Tax	23.62	40.62	63.46	69.91	71.78	69.55	87.63	95.76
Local Income and Fees	12.14	17.63	24.29	26.67	31.27	50.74	35.38	33.16
Total General Fund Income	179.14	207.21	264.07	263.58	268.75	272.02	271.84	287.20
In 1979 Dollars	179.14	144.90	145.61	142.19	140.00	138.25	136.81	142.40
Net Other Financing	-0.77	-3.21	7.05	0.19	0.95	(6.82)	-6.30	-7.99
Incoming	0.04	0.20	9.00	1.90	3.03	4.31	1.02	0.00
Outgoing	0.81	3.41	1.95	1.71	2.08	11.13	7.32	7.99
Net General Fund Income	**178.37**	**204.00**	**271.12**	**263.77**	**269.70**	**265.19**	**265.55**	**279.21**
Beginning Balance (2)	44.08	-3.43	6.77	12.99	15.80	14.86	13.63	12.46
Less Ending Balance	44.78	9.00	13.07	14.71	13.89	12.34	9.80	16.81
Total Amount Allocated	**177.67**	**191.58**	**264.82**	**262.05**	**271.61**	**267.71**	**269.37**	**274.85**
In 1979 Dollars	177.67	133.96	146.03	141.37	141.48	136.06	135.56	136.28
Sources of Income - Percentages								
Federal (1)	7.5	3.0	6.1	5.2	5.7	6.1	6.5	6.4
State	72.5	68.9	60.7	58.1	55.9	49.7	48.3	48.7
Local Tax	13.2	19.6	24.0	26.5	26.7	25.6	32.2	33.3
Local Income and Fees	6.8	8.5	9.2	10.1	11.6	18.7	13.0	11.5
Total General Fund Income	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: Through 1992-93, Final Budget documents; from 1993-94, Annual Financial and Budget Report to the State Chancellor's Office, CCFS-311. Both prepared by the LACCD, Office of Budget and Management Analysis.

(1) Financial aid payments to students are excluded.

(2) Differences between the beginning balance and the previous year's ending balance occur due to accounting adjustments.

TABLE 25.2

GENERAL FUND EXPENDITURES BY ACTIVITY, 1979-80 THROUGH 1995-96
(Millions of Dollars)

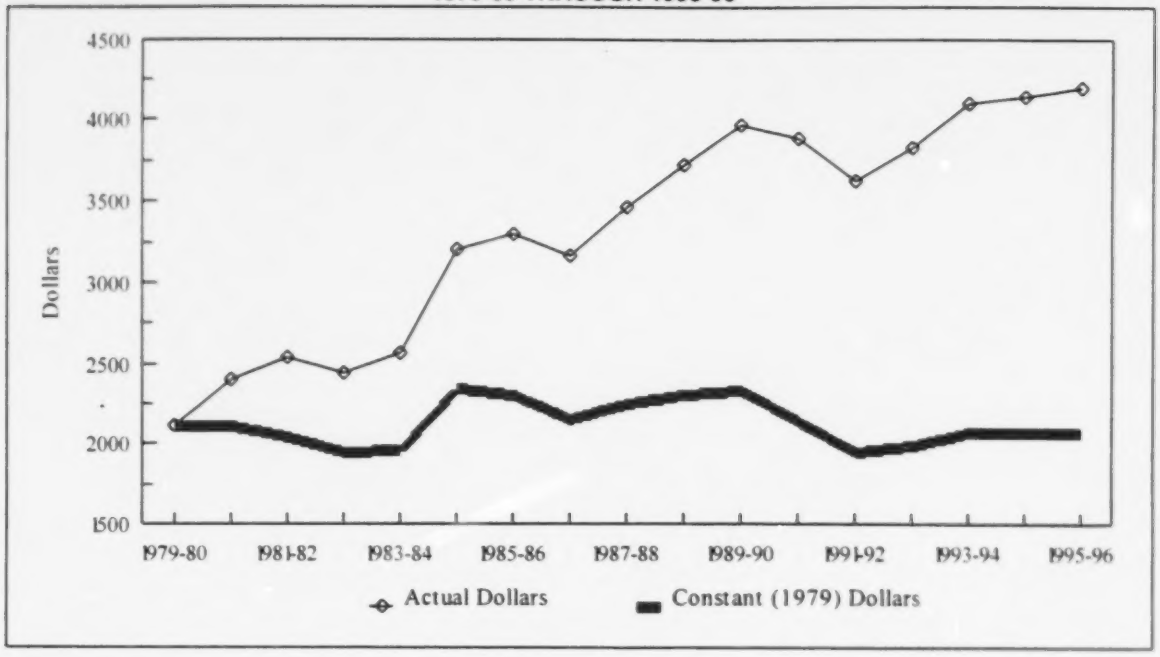
	1979-80	1985-86	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Instruction	87.64	95.56	127.08	129.57	123.02	128.08	128.92	128.19
Instructional Support	6.64	5.81	6.76	6.87	7.40	7.59	7.47	7.95
Subtotal Instruction	94.28	101.37	133.84	136.44	130.41	135.67	136.39	136.14
Instructional Admin.(1)	7.28	15.06	20.67	14.81	17.88	19.36	13.63	19.68
Planning & Policy Making	5.87	5.19	9.22	8.32	10.38	8.85	9.24	8.98
Subtotal Administration	13.15	20.25	29.89	23.13	28.26	28.21	22.87	28.66
Admissions & Records	3.22	4.33	6.73	6.33	6.29	6.19	6.41	6.79
Counseling	6.96	6.96	11.72	11.66	12.43	12.69	12.72	13.07
Student Services	9.30	10.15	14.46	14.52	15.94	16.84	13.44	17.33
Physical Plant	22.06	21.75	30.49	31.82	33.90	30.16	26.05	32.47
Gen. Institutional Support	24.84	21.93	31.70	28.62	33.56	31.96	41.61	33.28
Community Services	3.24	3.01	3.30	3.72	4.07	3.47	3.76	4.35
Other Services & Operations	0.31	1.07	2.14	2.45	2.60	2.51	5.10	2.76
Subtotal Support Services	69.93	69.20	100.52	99.12	108.79	103.83	109.09	110.05
Total General Fund Expenditures (2)	**177.36**	**190.81**	**264.25**	**258.69**	**267.46**	**267.72**	**268.35**	**274.85**
Expenditure per FTES								
Current Dollars	$2,121	$3,294	$3,876	$3,620	$3,834	$4,096	$4,135	$4,191
1979 Dollars	$2,121	$2,304	$2,138	$1,953	$1,997	$2,082	$2,081	$2,078
Percentages								
Instruction	49.4	50.1	48.1	50.1	46.0	47.8	48.0	46.6
Instructional Support	3.7	3.0	2.6	2.7	2.8	2.8	2.8	2.9
Subtotal Instruction	53.2	53.1	50.6	52.7	48.8	50.7	50.8	49.5
Instructional Admin.(1)	4.1	7.9	7.8	5.7	6.7	7.2	5.1	7.2
Planning & Policy Making	3.3	2.7	3.5	3.2	3.9	3.3	3.4	3.3
Subtotal Administration	7.4	10.6	11.3	8.9	10.6	10.5	8.5	10.4
Admissions & Records	1.8	2.3	2.5	2.4	2.4	2.3	2.4	2.5
Counseling	3.9	3.6	4.4	4.5	4.6	4.7	4.7	4.8
Student Services	5.2	5.3	5.5	5.6	6.0	6.3	5.0	6.3
Physical Plant	12.4	11.4	11.5	12.3	12.7	11.3	9.7	11.8
Gen. Institutional Support	14.0	11.5	12.0	11.1	12.5	11.9	15.5	12.1
Community Services	1.8	1.6	1.2	1.4	1.5	1.3	1.4	1.6
Other Services & Operations	0.2	0.6	0.8	0.9	1.0	0.9	1.9	1.0
Subtotal Support Services	39.4	36.3	38.0	38.3	40.7	38.8	40.7	40.0
Total General Fund Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Sources: Annual Financial and Budget Report to the California Community Colleges (CCFS-311), 1979-80 through
1995-96.

(1) Department chairs have been increasingly reported under Instructional Administration during this period and uniformly so since 1984-85.

2) Differs from amount available in Table 27 due to the exclusion of transfers to special funds.

FIGURE 22.2: GENERAL FUND EXPENDITURES PER FTES (FULL-TIME EQUIVALENT STUDENT) 1979-80 THROUGH 1995-96



BASIC PROGRAM EXPENDITURES BY LOCATION

The Basic Program does not include categorical funding from agencies outside the District; it does include Instructional Television and the administrative costs of the Central Financial Aid Unit. With these restrictions, the total districtwide figure here is somewhat smaller than the total General Fund expenditure figure in Table 25.2. Department Chairs, formerly included under "Teaching, regular assignment", are listed separately.

Employee benefits for all District employees and retirees are actually charged to a single districtwide account (see footnote 2).

TABLE 26

BASIC PROGRAM EXPENDITURES BY LOCATION, 1995-96

(Millions of Dollars)

	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Office(1)	District Total
Certificated Salaries											
Teaching,regular assignment	8.75	7.34	4.51	2.17	8.79	2.64	8.22	8.07	3.40	0.00	53.89
Teaching, hourly assignment	3.23	3.02	1.65	1.58	2.27	1.60	2.72	2.98	1.90	0.00	20.95
Department Chairs	0.87	0.83	0.51	0.40	1.03	0.34	0.43	0.78	0.35	0.00	5.54
Certificated Administrators	0.75	0.75	0.53	0.42	0.68	0.68	1.19	0.67	0.41	1.15	7.22
Other Certificated	0.96	0.82	0.76	0.61	1.08	0.54	0.76	1.03	0.87	0.00	7.43
Noncertificated Salaries											
Instructional Aides	0.94	0.60	0.42	0.26	0.80	0.48	0.62	0.63	0.32	0.00	5.07
Noninstructional Employees	5.70	4.90	3.87	3.06	5.23	3.27	6.31	5.50	3.40	8.60	49.83
Employee Benefits (2)											54.85
Subtotal Personnel Costs	21.20	18.25	12.25	8.50	19.88	9.55	20.25	19.67	10.64	9.74	204.78
Books & Supplies	0.21	0.46	0.35	0.26	0.60	0.21	0.61	0.60	0.24	0.31	3.85
Operating Expenses of Plant	1.47	1.63	1.04	0.81	2.10	1.06	1.57	1.35	1.23	0.80	13.06
Subtotal Support Costs	1.67	2.10	1.39	1.07	2.70	1.27	2.18	1.95	1.47	1.11	16.91
Other Outgo (3)	0.35	0.17	0.12	0.13	0.11	0.10	0.20	0.20	0.10	0.08	1.56
Total Location Expenditures	23.22	20.52	13.77	9.70	22.70	10.91	22.62	21.82	12.22	10.93	223.25
					Percentages						
Certificated Salaries											
Teaching,regular assignment	37.7%	35.8%	32.8%	22.4%	38.7%	24.2%	36.3%	37.0%	27.8%	0.0%	24.1%
Teaching, hourly assignment	13.9	14.7	12.0	16.2	10.0	14.7	12.0	13.7	15.6	0.0	9.4
Department Chairs	3.7	4.0	3.7	4.2	4.5	3.1	1.9	3.6	2.9	0.0	2.5
Certificated Administrators	3.2	3.6	3.8	4.3	3.0	6.2	5.2	3.1	3.3	10.5	3.2
Other Certificated	4.2	4.0	5.5	6.3	4.8	5.0	3.4	4.7	7.1	0.0	3.3
Noncertificated Salaries											
Instructional Aides	4.1	2.9	3.1	2.7	3.5	4.4	2.7	2.9	2.6	0.0	2.3
Noninstructional Employees	24.5	23.9	28.1	31.6	23.0	30.0	27.9	25.2	27.8	78.6	22.3
Employee Benefits (2)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	24.6
Subtotal Personnel Costs	91.3	88.9	89.0	87.7	87.6	87.5	89.5	90.1	87.1	89.2	91.7
Books & Supplies	0.9	2.3	2.6	2.7	2.7	1.9	2.7	2.8	2.0	2.8	1.7
Operating Expenses of Plant	6.3	8.0	7.6	8.3	9.3	9.7	6.9	6.2	10.1	7.3	5.8
Subtotal Support Costs	7.2	10.2	10.1	11.0	11.9	11.6	9.6	8.9	12.1	10.1	7.6
Other Outgo (3)	1.5	0.8	0.9	1.3	0.5	0.9	0.9	0.9	0.8	0.7	0.7
Total Location Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Budget Branch, Business Services Division. Includes Program 100 expenditures only, except as noted.

(1) Includes Districtwide interfund transfers and the Central Financial Aid administrative Unit.

(2) Employee Benefits are charged to a single Districtwide account, and not to individual colleges or the District Office.

(3) Includes transfers to accounts outside Program 100.

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SPECIAL PURPOSE EXPENDITURES

This table covers programs that are not included in Program 100, but are nonetheless important components of regular college operations. The Cafeteria, Bookstore and Community Services obtain most of their income from fees and sales revenue. Instructional Television (ITV) and International Education have been administered directly from the District Educational Services Division, but all ITV and most International Education classes are offered through Los Angeles City College. Disabled Students Programs and Services was formerly included in this table; it has been moved to the more appropriate Special Student Services expenditure table, where it is broken out by college.

TABLE 27

SPECIAL PURPOSE EXPENDITURES BY ACCOUNT
1981-82 THROUGH 1995-96

(Thousands of Dollars)

Objects	Bookstore	Cafeteria(2)	Child Development Centers	Community Services	Instructional Television(2)	International Education(2)	Total
Salaries and Benefits							
1981-82	$1,870.8	$1,842.2	$1,513.9	$3,505.5	$408.4	$126.6	$9,267.4
1985-86	2,020.2	1,262.0	1,508.1	1,778.5	345.6	158.6	7,073.0
1986-87	1,831.5	1,206.8	1,507.4	1,554.6	342.9	153.6	6,596.8
1987-88	2,219.0	1,260.3	1,705.0	1,659.4	319.6	231.6	7,394.9
1988-89	2,392.3	1,328.4	1,768.8	1,621.4	382.9	319.8	7,813.6
1989-90	2,851.6	1,989.0	2,251.2	1,902.9	388.8	375.9	9,759.4
1990-91	3,116.5	1,915.2	2,284.4	2,154.1	391.4	343.8	10,205.3
1991-92	3,245.7	1,878.6	2,648.6	2,363.0	380.8	329.9	10,846.5
1992-93	3,403.0	1,764.2	3,069.2	2,209.3	439.6	350.3	11,235.4
1993-94	3,509.1	1,533.8	3,134.3	2,147.9	466.5	244.9	11,036.4
1994-95	3,551.7	1,698.4	3,169.7	2,461.8	426.1	245.7	11,553.3
1995-96	3,642.6	1,676.9	3,261.2	2,766.6	429.6	274.1	12,050.9
Other (1)							
1981-82	$8,364.6	$2,287.0	$175.7	$649.5	$244.0	$12.6	$11,733.4
1985-86	7,824.0	1,211.4	34.4	1,114.2	197.4	16.1	10,397.5
1986-87	9,913.5	1,285.0	31.9	774.4	158.8	17.4	12,181.0
1987-88	10,857.1	1,457.6	178.4	821.5	177.6	35.2	13,527.5
1988-89	11,850.2	1,484.8	168.9	828.0	192.3	73.9	14,598.2
1989-90	13,355.6	1,469.8	165.7	1,087.1	198.1	72.5	16,348.9
1990-91	13,697.1	1,512.4	217.5	1,142.9	170.7	36.9	16,777.6
1991-92	15,163.2	1,335.7	214.9	1,356.6	182.1	64.3	18,316.9
1992-93	15,412.2	1,216.3	386.2	1,590.3	234.4	29.3	18,868.7
1993-94	13,928.3	1,221.0	198.6	1,262.9	239.4	80.4	16,930.5
1994-95	14,781.1	1,179.7	123.4	1,166.5	240.3	68.8	17,559.7
1995-96	15,286.9	1,297.0	215.6	1,363.6	308.2	40.1	18,511.4
Total Expenditures							
1981-82	$10,235.4	$4,129.2	$1,689.6	$4,155.0	$652.4	$139.2	$21,000.8
1985-86	9,844.2	2,473.4	1,542.5	2,892.7	543.0	174.7	17,470.5
1986-87	11,745.0	2,491.8	1,539.3	2,329.0	501.7	171.0	18,777.8
1987-88	13,076.1	2,717.9	1,883.5	2,480.9	497.2	266.8	20,922.4
1988-89	14,242.5	2,813.2	1,937.7	2,449.4	575.2	393.7	22,411.7
1989-90	16,207.2	3,458.9	2,416.9	2,990.0	586.9	448.4	26,108.3
1990-91	16,813.6	3,427.5	2,501.9	3,297.0	562.2	380.7	26,982.9
1991-92	18,408.9	3,214.4	2,863.5	3,719.6	562.9	394.2	29,163.4
1992-93	18,815.2	2,980.5	3,455.4	3,799.6	673.9	379.6	30,104.2
1993-94	17,437.4	2,754.8	3,332.9	3,410.7	705.8	325.3	27,967.0
1994-95	18,332.8	2,878.1	3,293.0	3,628.3	666.3	314.5	29,113.0
1995-96	18,929.5	2,973.9	3,476.8	4,130.2	737.8	314.1	30,562.3

Source Through 1987-88, Accounting by Object reports 3010-001 (Summary of Selected Programs), prepared by Accounting Branch; from 1988-89, Final Budget documents, prepared by Office of Budget and Management Analysis.

(1) "Other" includes books and supplies, operating expenses, and sites, buildings and equipment, along with special funding and transfers when applicable.

(2) Fringe benefits not charged to program.

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SPECIAL STUDENT SERVICE EXPENDITURES

This table covers major areas of categorical funding that are student-service oriented but not vocational. Financial Aid grants are dispensed by offices at the colleges, and are from both federal (Pell) and State (Cal Grant, Work Study) sources. EOPS furnishes grants, specialized counseling and tutoring to special categories of disadvantaged students, and is overseen and funded by the State. Administrative costs for both these programs are borne by the District, and are included along with grants in these figures. Administration of Disabled Students Programs and Services (DSPS) is funded by the State, but the District must contribute an amount equal to the FTES reimbursement earned by the program. DSPS provides specialized counseling and instruction to aid disabled students in their classroom work, as well as services like note-taking, reading, and tutoring as needed. The Matriculation program is designed to enhance student success through testing, guidance and counseling.

Also listed here is Special Project Grants, an anomalous "catch-all" category meant to include all non-vocational grants obtained by the colleges which do not support permanent or semi-permanent specially funded programs. In 1995-96 the sources of these grants included: the California Community Colleges Board of Governors and State Chancellor's Office; the California State Department of Education; the California Community College Foundation; the Southwest Community College Foundation; the California Manufacturing Technology Center; the U.S. Departments of Agriculture, Education, and Health and Human Services; the City of Los Angeles Community Development Department; the Ford Foundation; the Pacific Asian Consortium; the Amateur Athletic Association; and others. This category includes Title III grants but not Amnesty or Matriculation funding.

TABLE 28
SPECIAL STUDENT SERVICES EXPENDITURES AND PROJECT GRANTS BY COLLEGE, 1978-79 THROUGH 1995-96
(Thousands of Dollars)

Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District (1)
Financial Aid										
1978-79	2,280.9	1,059.4	328.4	171.5	538.9	1,212.1	2,738.2	599.6	786.6	9,715.6
1980-81	2,416.6	1,381.5	408.1	167.5	605.4	1,589.4	2,142.5	692.5	834.2	10,237.6
1985-86	1,719.0	1,116.8	385.4	168.7	668.7	814.6	1,456.8	637.9	471.3	7,439.2
1990-91	3,035.2	1,643.6	766.3	296.9	767.5	1,145.3	2,055.4	846.2	647.7	11,204.1
1992-93	5,580.5	3,196.1	1,612.8	611.6	2,107.4	1,745.7	3,962.9	2,119.5	1,330.5	22,267.1
1993-94	8,797.5	5,547.6	2,509.6	1,033.8	3,124.9	2,352.9	6,215.8	3,831.0	1,921.0	35,334.2
1994-95	9,828.5	7,244.6	3,092.5	973.6	4,598.4	2,624.7	6,535.7	4,629.5	2,581.3	42,108.8
1995-96	10,467.9	7,686.8	3,157.7	1,059.6	3,878.4	2,611.1	6,547.7	5,236.2	2,508.7	43,154.0
Extended Opportunity Programs and Services (EOPS)										
1978-79	423.4	348.3	181.3	139.5	147.4	399.6	365.9	133.2	291.5	2,430.0
1980-81	786.3	377.2	198.0	154.3	153.0	590.0	416.5	286.5	386.2	3,348.0
1985-86	870.3	414.8	151.4	190.2	176.8	515.7	472.6	266.6	280.8	3,339.2
1990-91	747.0	350.8	124.8	154.7	144.7	491.0	313.8	209.9	244.8	2,781.5
1992-93	1,082.8	424.9	243.6	283.4	284.3	548.3	464.8	354.6	299.7	3,986.3
1993-94	1,061.8	459.4	233.4	327.0	318.3	497.7	431.0	373.0	280.6	3,982.2
1994-95	1,118.2	469.4	221.4	305.3	328.9	453.5	470.9	309.3	224.0	3,900.9
1995-96	1,129.6	486.1	237.8	367.5	347.1	503.1	571.5	372.6	251.3	4,266.7
Disabled Students Programs and Services										
1987-88	394.1	188.3	135.5	154.0	376.7	149.0	316.8	205.4	118.5	2,150.4
1989-90	382.6	229.2	167.6	178.9	492.3	169.1	393.4	313.1	160.9	2,493.3
1990-91	408.4	198.7	186.8	191.2	435.5	158.5	383.8	323.5	163.6	2,456.2
1992-93	520.7	202.1	208.2	188.7	463.0	178.5	353.0	374.4	165.5	2,654.1
1993-94	543.8	210.4	198.9	192.7	481.3	146.7	310.7	407.3	180.0	2,671.8
1994-95	572.8	262.1	217.1	194.8	447.1	119.9	276.0	398.6	197.8	2,686.3
1995-96	595.6	310.0	253.4	201.8	467.2	143.6	277.9	448.2	173.0	2,870.6
Matriculation										
1990-91	611.1	438.6	316.4	190.2	582.9	209.0	510.4	581.5	488.4	4,030.5
1991-92	536.7	407.3	262.1	197.0	528.9	251.9	428.8	529.9	355.2	3,586.0
1992-93	574.6	365.8	288.2	239.8	571.4	281.5	439.6	577.4	354.2	3,793.2
1993-94	598.6	440.2	291.8	267.4	573.5	292.4	484.2	575.4	325.9	3,949.9
1994-95	719.3	519.1	313.2	260.6	544.0	278.3	512.2	573.1	319.0	4,103.6
1995-96	678.7	544.4	299.1	252.3	529.5	309.9	506.5	556.1	316.2	4,098.9
Special Project Grants										
1978-79	58.8	639.6	311.0	43.0	28.4	64.0	33.4	137.3	0.0	1,315.6
1980-81	71.3	1,054.1	117.4	223.9	45.3	64.7	122.7	217.2	28.5	1,945.1
1985-86	265.2	1,210.2	191.5	18.8	14.4	516.9	3.0	9.0	35.1	2,264.1
1990-91	911.3	815.6	48.5	400.2	0.0	1,036.7	183.2	0.0	873.9	4,476.0
1992-93	683.3	1,158.1	522.5	698.3	543.5	1,541.0	513.2	134.5	791.0	7,277.5
1993-94	574.7	1,646.9	672.7	1,096.7	554.2	1,751.4	572.8	320.2	761.7	8,705.4
1994-95	898.8	1,351.5	672.0	979.1	577.6	1,234.7	529.5	28.3	840.0	8,126.5
1995-96	830.5	1,254.6	679.6	713.9	642.1	870.2	1,151.8	386.1	456.7	8,141.1

Source: Figures are supplied by Budget and Management Analysis. In Financial Aid, the outside funding agencies determine college and administrative office allocations, and in EOPS, the State agency determines college allocations. EOPS tallies include both administrative costs and grants.

1) District totals may include expenditures located at the District Office, as well as grants administered by Occupational and Technical Education, Educational Services Division.

SPECIAL VOCATIONAL FUNDS BY LOCATION

All the funds included in this table go to support vocationally-oriented student services or instructional programs. Most of the funding is federal in origin, but is awarded and audited through state and local agencies. Some colleges apply for grants on an individual basis, but since 1978-79 over 80% of all vocational funds have been received and awarded through the District Educational Services Division. The amounts listed are those awarded by the funding agencies during the fiscal year. They do not represent expenditures, or funds available at the beginning of the year, since some grants are meant to be spent over a span of several years.

Employment training funds give support to programs that provide on-the-job training in occupational fields. They are awarded on a yearly basis, and administered in close collaboration with local agencies or private industry. Currently, the greatest share comes from the federal Job Training Partnership Act (JTPA), whose funding is obtained through the State Chancellor's Office. Another major source is excess costs funds, obtained through the State Department of Finance to supplement JTPA. These funds are mostly distributed by the District, but colleges obtain some JTPA grants directly. Funds from the Employment Training Panel (ETP) and Employment Based Training (EBT), both State programs, are dispensed directly to colleges by the State Chancellor's Office.

Until 1991-92, federal vocational funds were awarded under the Vocational Education Act (VEA); beginning in 1991, they have been administered under the Vocational and Technical Education Act (VATEA). All but a small fraction of these monies are allotted to the District by the State Chancellor's Office. They are allocated and distributed by the Office of Occupational and Technical Education according to formulas applied to various special student categories (i.e., handicapped, disadvantaged, single parents, etc.). These groups are delineated at the District level according to guidelines developed for the State Vocational Education Data System (VEDS). Since the passage of the Perkins VATEA Act in 1990, the emphasis in federal vocational funding has shifted from specialized student services to support of vocational\technical instructional programs enrolling members of special populations in significant proportions.

TABLE 29

SPECIAL VOCATIONAL EDUCATION FUNDS AWARDED BY LOCATION 1978-79 THROUGH 1995-96

(Thousands of Dollars)

Fund Categories	City	East	Harbor	Mission	Pierce	South-west	Trade-Tech	Valley	West	District Admin.	District
Funds Allocated by the District (Perkins Vocational Education Act and Previous VEA Funding)											
1978-79	$277.4	$277.0	$230.4	$202.0	$424.3	$236.8	$660.9	$322.6	$248.4	$388.9	$3,268.8
1980-81	318.0	255.7	232.1	176.2	300.7	208.9	597.0	238.9	241.2	749.1	3,317.8
1985-86	355.5	224.8	207.6	153.2	381.9	219.6	604.8	289.6	161.5	631.5	3,230.0
1990-91	405.6	321.9	237.4	147.9	326.8	189.4	831.8	345.1	265.1	308.1	3,379.1
1992-93	673.1	534.9	267.9	238.2	374.1	436.5	761.3	485.0	392.8	189.4	4,353.3
1993-94	588.7	448.6	255.8	231.3	329.4	382.0	641.3	403.0	350.4	191.1	3,821.6
1994-95	485.2	430.9	220.8	202.6	297.6	250.1	613.5	371.4	273.7	186.1	3,331.8
1995-96	585.3	564.3	249.4	239.0	280.3	264.8	670.4	396.5	283.5	208.7	3,742.1
Vocational Education Act - Special Project Grants and state and private sector vocational grants											
1978-79	$60.0	$0.0	$5.5	$0.0	$66.0	$0.0	$0.0	$0.0	$0.0	$0.0	$131.4
1980-81	14.1	0.0	65.0	0.0	200.0	0.0	0.0	25.0	0.0	0.0	304.1
1985-86	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1990-91	160.0	0.0	0.0	0.0	0.0	0.0	120.2	0.0	183.8	225.4	689.4
1992-93	55.5	250.2	14.8	100.3	0.0	1,642.1	1,787.1	0.0	135.2	376.3	4,361.5
1993-94	250.7	263.3	130.3	593.4	152.6	57.6	1,116.8	143.0	124.8	243.3	3,075.7
1994-95	158.0	108.0	128.0	247.0	108.0	129.8	165.5	110.5	185.5	169.6	1,509.9
1995-96	238.7	88.7	88.7	453.7	88.7	88.7	188.7	88.7	148.7	263.7	1,737.0
Employment Training											
1978-79	$235.0	$2.0	$1.0	$0.8	$2.5	$1.3	$0.0	$1.0	$5.0	$0.0	$248.5
1980-81	247.5	1.8	91.7	1.2	3.0	1.5	1.2	155.6	2.7	0.0	506.2
1985-86	486.3	3.6	130.0	0.8	2.4	41.5	3.6	1.2	2.4	62.0	733.8
1988-89	403.2	0.0	46.1	80.0	73.1	0.0	74.6	0.0	222.7	3,586.7	4,486.4
1989-90	279.6	85.2	80.0	580.0	0.0	20.0	0.0	3.0	0.0	1,884.9	2,932.8
1990-91	0.0	62.0	50.0	173.4	0.0	1,138.9	0.0	0.0	1.7	2,271.0	3,696.9
1992-93	0.0	0.0	73.5	523.7	12.3	0.0	1,016.4	0.0	317.9	50.2	1,994.0
1993-94	168.4	140.0	238.7	625.0	138.4	91.2	426.1	90.0	517.8	1,940.1	4,375.6
1994-95	11.6	58.2	140.0	275.0	184.8	85.3	544.6	7.8	811.2	3,731.2	5,849.8
1995-96	27.1	260.6	140.0	802.4	233.7	211.9	205.4	766.3	633.5	2,485.2	5,766.0
Total											
1978-79	$572.4	$279.0	$236.8	$202.7	$492.8	$238.1	$660.9	$323.6	$253.4	$388.9	$3,648.8
1980-81	$579.6	$257.5	$388.8	$177.4	$503.7	$210.4	$598.2	$419.5	$243.9	$749.1	$4,128.0
1985-86	$841.8	$228.4	$337.6	$154.0	$384.3	$261.1	$608.4	$290.8	$163.9	$693.5	$3,963.8
1990-91	$565.6	$383.9	$287.4	$321.3	$326.8	$1,328.3	$952.0	$345.1	$450.6	$2,804.5	$7,765.4
1992-93	$728.6	$785.1	$356.3	$862.2	$386.3	$2,078.7	$3,564.8	$485.0	$846.0	$615.9	$10,708.8
1993-94	$1,007.8	$851.8	$624.8	$1,449.7	$620.4	$530.8	$2,184.2	$636.0	$993.1	$2,374.4	$11,272.9
1994-95	$654.8	$597.1	$488.8	$724.6	$590.4	$465.3	$1,323.6	$489.6	$1,270.4	$4,086.9	$10,691.5
1995-96	$851.1	$913.5	$478.1	$1,495.1	$602.7	$565.4	$1,064.5	$1,251.5	$1,065.7	$2,957.6	$11,245.1

Source: Office of Workforce Education, Educational Services Division.

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PERSONNEL DISTRIBUTION

The passage of proposition 209 and a subsequent federal appeals court decision have made the future of affirmative action uncertain at best. Nonetheless, federal and state civil rights legislation require the District to maintain continuing commitment to diversity and nondiscrimination.. Tallies of personnel by gender and ethnicity within major categories and locations have been maintained by the Office of Affirmative Action Programs to facilitate implementation of these policies.

The percentages listed for each fiscal year represent personnel distribution as of the fourth pay period of the fiscal year, which is in October.

TABLE 30.1
PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, SEX AND ETHNICITY, 1980-81 THROUGH 1995-96
(Percentages)

Category	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total No.
Executive/Admin./Managerial													
1980-81	6.3	0.8	11.8	8.7	7.9	0.8	50.8	12.6	0.0	0.4	23.2	36.6	254
1985-86	4.9	1.2	13.0	11.1	13.0	1.9	39.5	14.2	0.6	0.6	29.0	46.3	166
1990-91	6.0	0.7	10.7	11.4	13.4	2.7	39.6	14.8	0.0	0.7	30.2	45.6	149
1991-92	7.7	0.8	10.8	11.5	12.3	2.3	39.2	14.6	0.0	0.8	30.0	46.2	130
1992-93	8.5	1.4	9.9	12.1	10.6	4.3	34.0	18.4	0.0	0.7	36.9	47.5	141
1993-94	6.5	1.4	10.1	13.0	10.9	3.6	36.2	17.4	0.0	0.7	36.2	46.4	138
1994-95	7.5	2.3	8.3	12.8	11.3	4.5	36.1	16.5	0.0	0.8	36.8	47.4	133
1995-96	6.5	3.3	9.8	10.6	9.8	5.7	31.7	18.7	0.8	0.8	38.2	49.6	123
Faculty/Instructors:													
Full-Time													
1980-81	2.0	2.4	3.7	5.3	4.8	2.9	49.9	29.1	0.2	0.0	39.5	21.0	2,145
1985-86	2.6	2.8	4.9	6.3	5.0	2.1	48.0	28.2	0.1	0.1	40.6	25.2	1,916
1990-91	3.1	3.2	5.5	6.5	5.7	4.3	44.2	27.2	0.1	0.2	41.3	28.5	1,775
1991-92	3.2	3.3	5.5	6.6	5.6	4.3	43.4	27.7	0.2	0.2	42.2	28.9	1,734
1992-93	3.3	3.2	5.7	6.3	6.2	4.6	42.2	28.0	0.3	0.2	42.3	29.8	1,716
1993-94	3.3	3.2	5.5	6.9	6.3	4.8	42.4	27.2	0.3	0.2	42.2	30.4	1,629
1994-95	3.3	3.5	5.6	6.6	6.4	4.8	41.7	27.5	0.3	0.2	42.6	30.8	1,591
1995-96	3.3	4.3	6.0	6.9	6.3	5.1	39.7	27.7	0.4	0.3	44.3	32.6	1,498
Hourly													
1980-81	3.0	1.6	7.6	4.8	4.7	2.0	54.6	20.9	0.2	0.3	29.5	24.4	1,925
1985-86	4.2	1.6	6.9	4.0	4.7	4.0	51.4	23.0	0.1	0.1	40.6	25.2	1,512
1990-91	5.2	3.1	6.3	4.5	5.2	3.5	47.5	24.3	0.1	0.3	35.8	28.2	1,796
1991-92	5.1	3.3	6.4	4.5	5.4	3.2	47.3	24.4	0.3	0.4	35.5	28.4	1,792
1992-93	5.1	3.2	6.0	4.2	6.2	2.8	47.2	24.9	0.2	0.4	35.4	27.9	1,707
1993-94	5.4	3.8	6.1	5.4	6.0	3.1	44.9	24.7	0.1	0.5	37.5	30.4	1,685
1994-95	5.8	3.3	6.2	5.2	5.8	3.5	44.4	25.0	0.2	0.5	37.6	30.6	1,677
1995-96	5.6	4.1	6.1	5.9	5.9	3.8	42.0	26.4	0.1	0.2	40.3	31.6	2,048
Professional/Non-Faculty													
1980-81	11.9	9.4	5.0	0.6	2.5	1.3	40.3	28.3	0.0	0.6	40.3	31.4	159
1985-86	11.8	12.4	7.5	3.1	4.3	2.5	31.1	27.3	0.0	0.0	45.3	41.6	175
1990-91	13.4	13.4	8.6	8.1	4.3	3.8	23.0	25.4	0.0	0.0	50.7	51.7	209
1991-92	12.6	14.9	9.3	9.3	3.7	3.7	21.9	24.7	0.0	0.0	52.6	53.5	215
1992-93	12.4	14.3	9.2	9.7	3.7	3.7	22.1	24.9	0.0	0.0	52.5	53.0	217
1993-94	11.3	14.7	9.7	10.5	4.2	4.6	19.7	25.2	0.0	0.0	55.0	55.0	238
1994-95	12.3	15.3	8.9	10.6	3.8	4.3	21.7	23.0	0.0	0.0	53.2	55.3	235
1995-96	10.3	15.6	9.4	12.5	3.6	6.7	21.9	20.1	0.0	0.0	54.9	58.0	224

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TABLE 30.1 (Cont.)

Category	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total No
Secretarial/Clerical													
1980-81	1.9	10.2	5.7	23.2	2.9	9.6	6.4	39.4	0.3	0.5	85.2	53.2	1,388
1985-86	2.2	11.8	4.1	23.5	4.0	10.6	6.2	36.3	0.2	1.1	83.3	57.6	939
1990-91	3.8	12.9	5.0	20.8	4.7	16.1	6.0	29.8	0.3	0.6	80.2	64.2	1,180
1991-92	4.8	12.6	5.3	20.2	4.3	15.9	6.3	29.8	0.3	0.6	79.1	63.9	1,165
1992-93	5.4	13.2	5.9	20.3	3.6	14.8	5.9	30.0	0.3	0.7	78.9	64.2	1,155
1993-94	5.1	13.8	4.7	21.2	4.0	15.4	6.5	28.7	0.2	0.4	79.6	64.9	1,130
1994-95	5.2	14.2	5.2	21.1	4.7	16.7	5.8	26.5	0.1	0.4	78.9	67.7	1,125
1995-96	5.1	12.5	4.4	23.4	4.2	18.5	4.9	26.6	0.0	0.5	81.5	68.6	1,005
Technical/Paraprofessional													
1980-81	6.9	3.3	8.7	6.9	8.0	3.3	33.7	29.0	0.4	0.0	42.4	37.3	276
1985-86	8.0	6.8	8.0	6.8	6.3	1.7	29.5	31.6	0.4	0.8	47.7	38.8	248
1990-91	10.8	8.2	7.2	7.2	7.9	2.2	30.1	26.2	0.0	0.4	44.1	43.7	279
1991-92	10.8	8.6	7.5	6.0	9.3	1.1	29.9	26.9	0.0	0.0	42.5	43.3	268
1992-93	9.8	7.7	9.1	6.0	8.4	2.5	31.2	24.2	0.4	0.7	41.1	44.6	285
1993-94	10.1	6.7	9.0	6.0	10.5	2.2	31.1	24.0	0.0	0.4	39.3	44.9	267
1994-95	8.1	6.7	10.2	5.6	10.2	1.8	35.9	21.1	0.0	0.4	35.6	43.0	284
1995-96	12.7	6.8	6.8	4.2	12.4	3.6	31.9	20.8	0.3	0.3	35.8	47.2	307
Skilled Crafts													
1980-81	6.5	0.0	8.1	0.0	12.2	0.0	71.5	0.0	1.6	0.0	0.0	28.5	123
1985-86	3.5	0.0	11.8	0.0	17.6	0.0	65.9	0.0	1.2	0.0	0.0	34.1	89
1990-91	3.3	0.0	9.9	0.0	22.0	0.0	63.7	0.0	1.1	0.0	0.0	36.3	91
1991-92	3.9	0.0	7.8	0.0	17.6	0.0	68.6	0.0	2.0	0.0	0.0	31.4	102
1992-93	3.9	0.0	9.7	0.0	17.5	0.0	68.0	0.0	1.0	0.0	0.0	32.0	103
1993-94	4.1	0.0	9.2	0.0	18.4	0.0	68.4	0.0	0.0	0.0	0.0	31.6	98
1994-95	4.2	0.0	7.4	0.0	17.9	0.0	69.5	0.0	1.1	0.0	0.0	30.5	107
1995-96	3.7	0.0	7.5	0.0	21.5	0.0	54.2	12.1	0.9	0.0	0.0	33.6	95
Service/Maintenance													
1980-81	2.1	0.9	33.7	13.1	7.3	2.3	28.3	11.7	0.5	0.1	28.1	60.0	887
1985-86	2.3	0.6	34.9	12.5	10.7	2.1	28.0	9.0	0.0	0.0	24.2	63.0	887
1990-91	4.3	0.6	35.7	12.5	11.5	4.6	24.7	5.9	0.3	0.0	23.5	69.4	680
1991-92	4.1	0.6	37.0	12.3	12.2	4.7	23.3	5.6	0.1	0.0	23.2	71.1	681
1992-93	4.1	0.4	39.9	12.0	11.8	3.2	23.5	5.0	0.1	0.0	20.6	71.6	686
1993-94	4.6	0.5	38.9	11.9	12.3	2.8	23.9	4.9	0.2	0.0	20.1	71.2	632
1994-95	4.6	0.3	40.0	11.9	12.8	3.2	22.1	5.0	0.2	0.0	20.4	73.0	603
1995-96	5.5	0.3	38.6	11.3	15.1	3.1	21.4	4.6	0.2	0.0	19.4	74.0	604
TOTAL													
1980-81	3.0	3.6	9.4	9.6	5.0	3.6	39.6	25.7	0.3	0.2	42.7	34.7	7,157
1985-86	3.5	4.1	9.6	9.4	5.9	4.0	38.1	25.1	0.2	0.3	42.8	36.9	5,761
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	6,159
1991-92	5.0	5.3	9.6	9.3	6.5	6.0	34.1	23.7	0.2	0.3	44.5	42.1	6,090
1992-93	5.1	5.3	10.2	9.2	6.6	5.7	33.5	23.9	0.2	0.3	44.4	42.6	6,010
1993-94	5.1	5.7	9.6	9.9	6.8	5.9	33.0	23.4	0.2	0.3	45.2	43.6	5,817
1994-95	5.3	5.8	9.8	9.8	6.9	6.3	32.6	23.0	0.2	0.3	45.2	44.4	5,743
1995-96	5.4	5.7	9.4	9.8	7.2	6.6	31.7	23.6	0.2	0.3	45.7	44.7	5,916

Source: Data Processing Report B1842, Workforce Analysis, Office of Affirmative Action Programs

NOTE: Data are from the October (04) pay period of each fiscal year.

TABLE 30.2

PERSONNEL DISTRIBUTION BY LOCATION, SEX AND ETHNICITY, 1990 - 1996
(Percentages)

College & Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total No
City													
1990-91	6.9	6.6	9.1	11.3	5.7	3.4	36.2	20.3	0.1	0.2	41.9	43.4	875
1991-92	7.3	7.6	9.5	11.2	5.2	3.8	35.2	19.7	0.3	0.1	42.5	45.0	866
1992-93	7.5	7.6	10.6	10.6	5.9	3.9	33.6	19.6	0.3	0.2	42.0	46.8	866
1993-94	7.1	7.3	9.8	11.2	6.0	3.6	34.6	19.9	0.1	0.4	42.3	45.5	784
1994-95	6.8	7.3	9.8	11.3	6.0	4.1	33.5	20.6	0.3	0.4	43.7	45.9	785
1995-96	6.7	7.4	9.3	10.2	5.7	4.8	33.3	22.0	0.4	0.1	44.6	44.6	849
1990 SAP	13.7%		5%		35.3%		43.6%		2.4%			56.4%	
East													
1990-91	8.5	7.9	5.4	2.9	15.6	13.6	30.6	14.8	0.1	0.4	39.7	54.6	755
1991-92	7.4	8.6	6.2	3.1	15.5	12.8	30.7	15.2	0.1	0.4	40.1	54.1	678
1992-93	8.0	7.6	6.2	3.0	15.8	12.1	30.3	16.5	0.0	0.5	39.7	53.2	660
1993-94	9.0	7.3	5.9	3.8	14.6	11.7	31.9	15.3	0.2	0.3	38.4	52.7	658
1994-95	8.7	7.1	5.2	4.0	15.1	12.6	30.5	16.4	0.0	0.3	40.4	53.0	675
1995-96	7.9	7.5	6.0	3.0	15.3	12.1	31.8	15.9	0.0	0.3	38.5	52.3	711
1990 SAP	8.2%		9%		70.5%		19.6%		8%			80.4%	
Harbor													
1990-91	3.5	6.1	8.6	5.6	3.2	8.4	36.5	27.9	0.0	0.2	48.2	35.6	537
1991-92	4.0	5.7	8.9	6.1	3.4	7.8	35.4	28.6	0.0	0.2	48.3	36.0	528
1992-93	3.9	4.7	10.2	6.3	3.5	6.3	34.2	30.7	0.0	0.2	48.3	35.2	489
1993-94	3.6	6.2	9.8	7.8	3.8	8.0	32.5	28.1	0.0	0.2	50.3	39.4	449
1994-95	3.9	5.9	9.8	7.6	3.5	9.1	32.4	27.6	0.0	0.2	50.4	40.0	460
1995-96	4.6	5.0	10.0	7.1	4.4	8.6	31.8	28.2	0.0	0.2	49.2	40.0	478
1990 SAP	9.9%		12.5%		25.9%		50.7%		1%			49.3%	
Mission													
1990-91	1.5	3.3	3.3	3.3	8.0	16.0	28.5	35.0	0.3	0.9	58.5	36.5	337
1991-92	2.0	3.2	2.6	3.2	9.8	13.9	31.8	33.2	0.0	0.3	53.8	35.0	346
1992-93	3.1	3.4	4.2	3.6	12.0	12.6	30.8	29.7	0.0	0.6	49.9	39.5	357
1993-94	2.8	4.3	4.5	3.4	11.9	13.6	27.3	31.8	0.0	0.3	53.4	40.9	352
1994-95	3.7	2.9	4.3	3.5	11.8	13.3	27.7	32.6	0.0	0.3	52.4	39.8	347
1995-96	4.5	4.3	4.3	3.7	9.6	12.8	29.3	31.4	0.0	0.3	52.4	39.4	376
1990 SAP	4.1%		6.5%		33.1%		55.4%		.9%			44.6%	
Pierce													
1990-91	2.8	2.1	4.7	1.8	2.6	2.9	46.7	35.9	0.1	0.4	43.1	17.4	852
1991-92	3.2	1.8	4.7	2.4	3.2	3.8	44.7	35.8	0.1	0.3	44.1	19.5	886
1992-93	3.3	2.4	4.6	2.5	3.1	3.4	43.6	36.3	0.3	0.3	45.0	20.1	904
1993-94	3.5	2.5	4.5	3.5	3.2	3.7	42.0	36.5	0.1	0.5	46.7	21.5	846
1994-95	3.4	2.6	4.6	3.0	4.0	3.5	42.4	35.9	0.1	0.5	45.5	21.7	802
1995-96	3.3	1.9	4.2	2.9	4.6	4.5	40.2	37.8	0.0	0.5	46.0	22.0	783
1990 SAP	4.3%		1.6%		10.2%		83.1%		.8%			16.9%	

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TABLE 30.2 (Cont.)

College & Year	Asian M	Asian F	Black M	Black F	Hispanic M	Hispanic F	White M	White F	Other M	Other F	Total Female	Total Minority	Total No
Southwest													
1990-91	3.5	2.3	26.7	34.7	3.7	2.1	16.4	10.3	0.2	0.0	49.4	73.3	427
1991-92	4.0	2.3	26.2	33.6	3.5	1.9	17.8	10.3	0.5	0.0	48.1	72.0	428
1992-93	4.2	1.8	27.7	34.2	3.4	3.1	15.9	9.4	0.3	0.0	48.6	74.7	383
1993-94	4.1	3.0	25.8	35.6	4.1	2.4	14.9	9.8	0.3	0.0	50.8	75.3	368
1994-95	5.4	3.4	27.5	33.7	3.6	2.6	14.2	9.1	0.5	0.0	48.7	76.7	388
1995-96	5.2	4.1	26.2	32.1	4.9	3.6	12.7	10.6	0.5	0.0	50.5	76.7	386
1990 SAP	5.8%		65.1%		21%		7.5%		.6%			92.5%	
Trade-Tech													
1990-91	5.1	4.3	15.2	15.2	8.5	4.5	31.6	15.3	0.3	0.0	39.3	53.1	784
1991-92	5.8	3.9	15.8	14.8	8.7	4.9	29.8	15.8	0.4	0.1	39.5	54.4	778
1992-93	5.8	4.4	16.1	14.6	8.4	5.0	29.9	15.1	0.5	0.3	39.4	55.0	800
1993-94	4.9	4.2	15.2	16.2	7.9	5.4	29.4	16.4	0.4	0.0	42.2	54.2	758
1994-95	5.2	4.8	15.6	17.4	8.2	5.5	28.5	14.4	0.5	0.0	42.0	57.2	731
1995-96	5.9	4.5	14.3	18.1	8.4	5.5	28.2	14.4	0.5	0.0	42.6	57.4	777
1990 SAP	8.3%		35.3%		47.7%		7.7%		1%			92.3%	
Valley													
1990-91	1.4	2.1	4.9	2.3	6.3	4.8	43.5	33.9	0.4	0.4	43.5	22.6	775
1991-92	1.7	2.6	5.0	2.2	6.1	4.7	43.5	33.6	0.4	0.3	43.4	22.9	782
1992-93	1.6	3.0	5.9	2.4	5.8	4.2	42.4	33.7	0.5	0.4	43.7	23.9	792
1993-94	2.3	3.1	5.8	2.1	6.4	4.7	42.0	32.8	0.4	0.4	43.1	25.2	747
1994-95	2.8	3.6	5.5	2.2	6.4	5.1	42.0	31.5	0.4	0.4	42.8	26.5	778
1995-96	3.4	3.2	5.6	2.7	6.7	5.1	40.5	32.0	0.2	0.5	43.5	27.5	818
1990 SAP	4.3%		2.1%		20.4%		71.9%		1.3%			28.1%	
West													
1990-91	3.2	5.0	13.1	12.0	2.6	2.8	36.5	24.7	0.0	0.2	44.6	38.8	502
1991-92	3.3	4.8	14.0	11.5	2.9	2.3	36.1	24.8	0.0	0.2	43.6	39.0	479
1992-93	3.8	5.1	15.1	10.7	2.7	1.8	36.5	23.6	0.0	0.7	41.9	39.9	449
1993-94	4.0	5.0	14.5	12.6	4.0	2.1	33.3	23.5	0.0	1.0	44.2	43.2	421
1994-95	4.5	6.1	15.4	11.3	3.6	2.5	33.6	22.0	0.0	0.9	42.9	44.4	441
1995-96	4.0	6.8	14.1	14.1	3.5	2.3	33.0	21.5	0.2	0.5	45.2	45.4	427
1990 SAP	6.6%		20.8%		14.8%		56.4%		1.4%			43.6%	
District Office													
1990-91	12.1	17.5	7.0	18.4	6.0	8.3	15.9	14.3	0.0	0.6	59.0	69.8	315
1991-92	13.3	19.0	7.3	16.5	5.7	8.2	16.5	12.7	0.3	0.6	57.0	70.9	316
1992-93	11.0	18.4	7.1	18.4	5.8	8.7	16.8	13.2	0.0	0.6	59.4	70.0	310
1993-94	10.3	19.3	6.4	16.1	6.4	8.7	18.0	14.5	0.0	0.3	58.8	67.5	311
1994-95	10.1	19.2	5.8	16.6	5.8	9.7	18.8	13.6	0.0	0.3	59.4	67.5	308
1995-96	10.3	18.6	5.5	17.7	7.7	10.6	16.7	12.5	0.0	0.3	59.8	70.7	311
TOTAL													
1990-91	4.7	5.2	9.4	9.4	6.5	6.1	34.5	23.7	0.2	0.3	44.7	41.8	6,159
1991-92	5.0	5.3	9.6	9.3	6.5	6.0	34.2	23.8	0.2	0.2	44.6	42.1	6,087
1992-93	5.1	5.3	10.2	9.2	6.6	5.7	33.5	23.9	0.2	0.3	44.4	42.6	6,010
1993-94	5.1	5.5	9.6	9.9	6.8	6.0	32.8	23.8	0.2	0.3	45.5	43.5	5,694
1994-95	5.3	5.7	9.8	9.8	6.9	6.4	32.4	23.2	0.2	0.3	45.4	44.4	5,715
1995-96	5.4	5.7	9.4	9.8	7.2	6.6	31.8	23.6	0.2	0.3	45.8	44.7	5,913
1990 SAP	7.6%		14.3%		33.5%		43.4%		1.2%			56.6%	

Source: Data Processing Report B1842, Workforce Analysis, Office of Affirmative Action Programs.

NOTE: Data are from the October (04) pay period of each fiscal year. SAP designates Service Area Percentages of each college and District service area, based on the 1990 census.

TABLE 30.3
PERSONNEL DISTRIBUTION BY EMPLOYMENT CATEGORY, GENDER AND ETHNICITY, BY LOCATION, FALL 1995

Category	Asian		Black		Hispanic		White		Other		Total	Total	Total
	M	F	M	F	M	F	M	F	M	F	Female	Minority	No.
Executive/Admin./Managerial													
City	23.1	0.0	15.4	0.0	7.7	7.7	15.4	23.1	7.7	0.0	30.8	61.5	1
East	11.1	0.0	22.2	0.0	0.0	11.1	22.2	11.1	0.0	0.0	11.1	66.7	
Harbor	11.1	0.0	0.0	0.0	11.1	0.0	44.4	33.3	0.0	0.0	33.3	22.2	
Mission	0.0	0.0	0.0	0.0	16.7	16.7	33.3	33.3	0.0	0.0	50.0	33.3	
Pierce	0.0	0.0	8.3	0.0	8.3	8.3	33.3	33.3	0.0	8.3	50.0	33.3	1
Swest	0.0	20.0	0.0	50.0	30.0	0.0	0.0	0.0	0.0	0.0	70.0	100.0	1
Trade-Tech	0.0	0.0	15.8	15.8	5.3	5.3	31.6	21.1	0.0	0.0	42.1	47.4	1
Valley	0.0	0.0	9.1	9.1	9.1	0.0	54.5	18.2	0.0	0.0	27.3	27.3	1
West	0.0	12.5	12.5	25.0	12.5	0.0	37.5	0.0	0.0	0.0	37.5	62.5	
Dist. Ofc.	11.5	3.8	7.7	7.7	7.7	7.7	38.5	15.4	0.0	0.0	34.6	46.2	2
District	6.5	3.3	9.8	10.6	9.8	5.7	31.7	18.7	0.8	0.8	38.2	49.6	12
Professional/Non-Faculty													
City	20.0	26.7	6.7	6.7	0.0	6.7	13.3	20.0	0.0	0.0	60.0	66.7	1
East	15.4	7.7	7.7	0.0	15.4	15.4	30.8	7.7	0.0	0.0	30.8	61.5	1
Harbor	7.1	0.0	21.4	0.0	0.0	14.3	28.6	28.6	0.0	0.0	42.9	42.9	1
Mission	9.1	0.0	0.0	18.2	9.1	18.2	0.0	45.5	0.0	0.0	81.8	54.5	1
Pierce	0.0	9.1	0.0	9.1	0.0	0.0	27.3	54.5	0.0	0.0	72.7	18.2	1
Swest	0.0	0.0	36.4	54.5	9.1	0.0	0.0	0.0	0.0	0.0	54.5	100.0	1
Trade-Tech	3.6	14.3	7.1	32.1	0.0	10.7	14.3	17.9	0.0	0.0	75.0	67.9	2
Valley	14.3	7.1	0.0	14.3	0.0	0.0	28.6	35.7	0.0	0.0	57.1	35.7	1
West	5.6	11.1	27.8	11.1	0.0	0.0	16.7	27.8	0.0	0.0	50.0	55.6	1
Dist. Ofc.	13.5	24.7	5.6	5.6	4.5	5.6	28.1	12.4	0.0	0.0	48.3	59.6	8
District	10.3	15.6	9.4	12.5	3.6	6.7	21.9	20.1	0.0	0.0	54.9	58.0	22
Subtotal Management and Professional													
City	21.4	14.3	10.7	3.6	3.6	7.1	14.3	21.4	3.6	0.0	46.4	64.3	2
East	13.6	4.5	13.6	0.0	9.1	13.6	27.3	9.1	0.0	0.0	22.7	63.6	2
Harbor	8.7	0.0	13.0	0.0	4.3	8.7	34.8	30.4	0.0	0.0	39.1	34.8	2
Mission	5.9	0.0	0.0	11.8	11.8	17.6	11.8	41.2	0.0	0.0	70.6	47.1	1
Pierce	0.0	4.3	4.3	4.3	4.3	4.3	30.4	43.5	0.0	4.3	60.9	26.1	2
Swest	0.0	9.5	19.0	52.4	19.0	0.0	0.0	0.0	0.0	0.0	61.9	100.0	2
Trade-Tech	2.1	8.5	10.6	25.5	2.1	8.5	21.3	19.1	0.0	0.0	61.7	59.6	4
Valley	8.0	4.0	4.0	12.0	4.0	0.0	40.0	28.0	0.0	0.0	44.0	32.0	2
West	3.8	11.5	23.1	15.4	3.8	0.0	23.1	19.2	0.0	0.0	46.2	57.7	2
Dist. Ofc.	13.0	20.0	6.1	6.1	5.2	6.1	30.4	13.0	0.0	0.0	45.2	56.5	11
District	8.9	11.2	9.5	11.8	5.8	6.3	25.4	19.6	0.3	0.3	49.0	55.0	34
Full-Time Faculty													
City	3.3	5.4	6.7	7.5	5.4	3.8	42.9	24.6	0.4	0.0	41.3	32.5	24
East	5.1	7.1	2.0	3.1	15.8	11.7	31.6	23.5	0.0	0.0	45.4	44.9	19
Harbor	4.0	5.6	4.8	5.6	3.2	7.3	32.3	37.1	0.0	0.0	55.6	30.6	12
Mission	1.3	1.3	3.9	1.3	11.8	11.8	32.9	35.5	0.0	0.0	50.0	31.6	7
Pierce	2.4	0.8	1.6	0.0	3.7	1.6	57.3	32.1	0.0	0.4	35.0	10.6	24
Swest	4.7	4.7	24.7	34.1	1.2	1.2	12.9	16.5	0.0	0.0	56.5	70.6	8
Trade-Tech	5.7	4.8	7.6	12.9	6.7	5.2	30.0	25.2	1.9	0.0	48.1	44.8	21
Valley	0.5	3.9	4.4	3.4	4.9	3.4	47.3	30.7	0.5	1.0	42.4	22.0	20
West	2.0	4.9	10.8	8.8	2.0	2.9	46.1	21.6	0.0	1.0	39.2	32.4	10
Dist. Ofc.	0.0	0.0	0.0	0.0	7.1	7.1	42.9	42.9	0.0	0.0	50.0	14.3	1
District	3.3	4.3	6.0	6.9	6.3	5.1	39.7	27.7	0.4	0.3	44.3	32.6	1,49

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TABLE 30.3 (Continued)

Category	Asian		Black		Hispanic		White		Other		Total	Total	Total
	M	F	M	F	M	F	M	F	M	F	Female	Minority	No.
Hourly Faculty													
City	6.9	6.9	7.8	4.5	3.0	1.8	39.6	28.8	0.3	0.3	42.3	31.5	333
East	7.9	6.6	3.0	1.7	13.9	8.3	41.6	16.8	0.0	0.3	33.7	41.6	303
Harbor	3.6	1.2	6.1	2.4	3.6	4.8	46.7	31.5	0.0	0.0	40.0	21.8	165
Mission	6.5	5.2	1.3	3.2	5.8	6.5	39.4	32.3	0.0	0.0	47.1	28.4	155
Pierce	2.7	0.9	1.4	2.7	2.7	3.7	49.8	36.1	0.0	0.0	43.4	14.2	219
Swest	5.8	4.5	22.1	23.4	5.2	3.9	19.5	14.9	0.6	0.0	46.8	65.6	154
Trade-Tech	9.1	3.4	10.3	10.6	7.2	2.3	41.1	16.0	0.0	0.0	32.3	43.0	263
Valley	2.2	1.4	2.2	1.4	4.7	2.5	50.7	34.2	0.0	0.7	40.3	15.1	278
West	3.4	4.5	4.5	9.7	3.4	1.1	43.8	29.0	0.0	0.6	44.9	27.3	176
Dist. Ofc.	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0	50.0	50.0	2
District	5.6	4.1	6.1	5.9	5.9	3.8	42.0	26.4	0.1	0.2	40.3	31.6	2,048
Secretarial/Clerical													
City	6.8	17.8	2.5	29.7	5.9	16.1	4.2	16.9	0.0	0.0	80.5	78.8	118
East	12.5	19.3	3.4	9.1	8.0	35.2	2.3	9.1	0.0	1.1	73.9	88.6	88
Harbor	6.0	14.3	2.4	15.5	2.4	22.6	3.6	32.1	0.0	1.2	85.7	64.3	84
Mission	0.0	8.1	2.7	5.4	8.1	32.4	4.1	37.8	0.0	1.4	85.1	58.1	74
Pierce	1.6	7.3	4.1	10.6	0.0	13.0	7.3	55.3	0.0	0.8	87.0	37.4	123
Swest	1.7	3.4	10.3	67.2	1.7	10.3	1.7	3.4	0.0	0.0	84.5	94.8	58
Trade-Tech	2.9	10.5	6.7	49.5	3.8	19.0	4.8	2.9	0.0	0.0	81.9	92.4	105
Valley	8.8	6.3	2.5	1.3	3.8	14.5	10.7	52.2	0.0	0.0	74.2	37.1	159
West	0.0	17.2	12.1	36.2	3.4	6.9	1.7	22.4	0.0	0.0	82.8	75.9	58
Dist. Ofc.	5.1	20.3	3.6	34.8	5.1	17.4	2.2	10.9	0.0	0.7	84.1	87.0	138
District	5.1	12.5	4.4	23.4	4.2	18.5	4.9	26.6	0.0	0.5	81.5	68.6	1,005
Technical/Paraprofessional													
City	18.2	4.5	2.3	0.0	9.1	9.1	50.0	6.8	0.0	0.0	20.5	43.2	44
East	8.0	0.0	12.0	0.0	20.0	0.0	44.0	16.0	0.0	0.0	16.0	40.0	25
Harbor	4.5	13.6	4.5	9.1	13.6	0.0	40.9	13.6	0.0	0.0	36.4	45.5	22
Mission	20.0	6.7	0.0	0.0	20.0	6.7	13.3	33.3	0.0	0.0	46.7	53.3	15
Pierce	10.9	1.8	0.0	0.0	5.5	3.6	21.8	54.5	0.0	1.8	61.8	23.6	55
Swest	16.7	5.6	27.8	11.1	5.6	5.6	16.7	11.1	0.0	0.0	33.3	72.2	18
Trade-Tech	5.3	2.6	13.2	10.5	21.1	5.3	28.9	13.2	0.0	0.0	31.6	57.9	38
Valley	2.6	5.1	2.6	7.7	10.3	0.0	48.7	23.1	0.0	0.0	35.9	28.2	39
West	18.8	18.8	6.3	12.5	6.3	0.0	25.0	6.3	6.3	0.0	37.5	68.8	16
Dist. Ofc.	28.6	20.0	11.4	0.0	17.1	2.9	14.3	5.7	0.0	0.0	28.6	80.0	35
District	12.7	6.8	6.8	4.2	12.4	3.6	31.9	20.8	0.3	0.3	35.8	47.2	307
Skilled Crafts													
City	0.0	0.0	0.0	0.0	36.4	0.0	63.6	0.0	0.0	0.0	0.0	36.4	11
East	8.3	0.0	0.0	0.0	16.7	0.0	75.0	0.0	0.0	0.0	0.0	25.0	12
Harbor	0.0	0.0	14.3	0.0	14.3	0.0	71.4	0.0	0.0	0.0	0.0	28.6	7
Mission	0.0	0.0	11.1	0.0	11.1	0.0	77.8	0.0	0.0	0.0	0.0	22.2	9
Pierce	0.0	0.0	17.6	0.0	5.9	0.0	0.0	76.5	0.0	0.0	0.0	23.5	17
Swest	20.0	0.0	0.0	0.0	40.0	0.0	20.0	0.0	20.0	0.0	0.0	80.0	5
Trade-Tech	0.0	0.0	9.5	0.0	38.1	0.0	52.4	0.0	0.0	0.0	0.0	47.6	21
Valley	0.0	0.0	0.0	0.0	22.2	0.0	77.8	0.0	0.0	0.0	0.0	22.2	18
West	28.6	0.0	14.3	0.0	0.0	0.0	57.1	0.0	0.0	0.0	0.0	42.9	7
District	3.7	0.0	7.5	0.0	21.5	0.0	54.2	12.1	0.9	0.0	0.0	33.6	107

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TABLE 30.3 (Continued)

Category	Asian		Black		Hispanic		White		Other		Total	Total	Total
	M	F	M	F	M	F	M	F	M	F	Female	Minority	No.
Service/Maintenance													
City	5.3	0.0	40.0	24.0	12.0	1.3	13.3	4.0	0.0	0.0	29.3	82.7	7
East	7.7	1.5	32.3	3.1	30.8	6.2	15.4	3.1	0.0	0.0	13.8	81.5	6
Harbor	5.7	0.0	47.2	15.1	7.5	5.7	18.9	0.0	0.0	0.0	20.8	81.1	5
Mission	6.7	0.0	26.7	6.7	20.0	3.3	33.3	3.3	0.0	0.0	13.3	63.3	3
Pierce	6.0	0.0	17.0	3.0	16.0	4.0	37.0	17.0	0.0	0.0	24.0	46.0	10
Swest	4.4	0.0	68.9	15.6	4.4	0.0	6.7	0.0	0.0	0.0	15.6	93.3	4
Trade-Tech	4.3	0.0	52.7	19.4	11.8	0.0	11.8	0.0	0.0	0.0	19.4	88.2	9
Valley	4.3	1.1	26.6	3.2	18.1	5.3	35.1	5.3	1.1	0.0	14.9	59.6	9
West	7.1	0.0	61.9	16.7	7.1	2.4	4.8	0.0	0.0	0.0	19.0	95.2	4
Dist. Ofc.	0.0	0.0	14.3	0.0	42.9	0.0	42.9	0.0	0.0	0.0	0.0	57.1	
District	5.5	0.3	38.6	11.3	15.1	3.1	21.4	4.6	0.2	0.0	19.4	74.0	60
Subtotal Support Staff													
City	8.1	9.3	13.7	21.4	9.7	9.7	17.7	10.5	0.0	0.0	50.8	71.8	24
East	10.0	9.5	14.2	5.3	17.9	18.4	16.8	7.4	0.0	0.5	41.1	75.8	19
Harbor	5.4	9.0	17.5	13.9	6.0	13.3	16.3	18.1	0.0	0.6	54.8	65.7	16
Mission	3.9	5.5	8.6	4.7	12.5	20.3	17.2	26.6	0.0	0.8	57.8	56.3	12
Pierce	4.7	3.4	8.5	5.4	6.8	7.5	19.7	43.4	0.0	0.7	55.9	36.9	29
Swest	5.6	2.4	33.3	38.1	4.8	5.6	6.3	3.2	0.8	0.0	49.2	90.5	12
Trade-Tech	3.5	4.7	24.5	28.8	12.1	8.6	14.8	3.1	0.0	0.0	45.1	82.1	25
Valley	6.1	4.2	9.7	2.6	10.0	9.0	26.8	31.3	0.3	0.0	47.1	41.9	31
West	6.5	10.6	28.5	24.4	4.9	4.1	8.9	11.4	0.8	0.0	50.4	79.7	12
Dist. Ofc.	9.4	19.4	5.6	26.7	8.9	13.9	6.1	9.4	0.0	0.6	70.0	84.4	18
District	6.3	7.4	15.1	15.6	9.6	10.7	16.5	18.4	0.1	0.3	51.7	65.1	2,02
TOTAL													
City	6.7	7.4	9.3	10.2	5.7	4.8	33.3	22.0	0.4	0.1	44.6	44.6	84
East	7.9	7.5	6.0	3.0	15.3	12.1	31.8	15.9	0.0	0.3	38.5	52.3	71
Harbor	4.6	5.0	10.0	7.1	4.4	8.6	31.8	28.2	0.0	0.2	49.2	40.0	47
Mission	4.5	4.3	4.3	3.7	9.6	12.8	29.3	31.4	0.0	0.3	52.4	39.4	37
Pierce	3.3	1.9	4.2	2.9	4.6	4.5	40.2	37.8	0.0	0.5	46.0	22.0	78
Swest	5.2	4.1	26.2	32.1	4.9	3.6	12.7	10.6	0.5	0.0	50.5	76.7	38
Trade-Tech	5.9	4.5	14.3	18.1	8.4	5.5	28.2	14.4	0.5	0.0	42.6	57.4	77
Valley	3.4	3.2	5.6	2.7	6.7	5.1	40.5	32.0	0.2	0.5	43.5	27.5	81
West	4.0	6.8	14.1	14.1	3.5	2.3	33.0	21.5	0.2	0.5	45.2	45.4	42
Dist. Ofc.	10.3	18.6	5.5	17.7	7.7	10.6	16.7	12.5	0.0	0.3	59.8	70.7	31
District	5.4	5.7	9.4	9.8	7.2	6.6	31.7	23.6	0.2	0.3	45.7	44.7	5,91

Source: Data Processing Report B1842, Workforce Analysis, Office of Affirmative Action Programs

NOTE: Data are from the October (04) pay period of each fiscal year.